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ABSTRACT

This physical education program consists of teaching basic skills and the use of these skills in implementing a progressive sequence from kindergarten through ungraded primary grades. A section on games includes a description of their general purpose, directions for playing each game, and teaching suggestions. Included are 11 games to be introduced at the kindergarten level; 27 group games and 11 classroom games for the next level; 26 group games and eight classroom games for a subsequent level; and 25 group games and six classroom games for the final level. The rhythm program is divided into fundamental rhythms and singing games and dances. This section includes a list of records as well as rhythmic activities for each level. A section on stunts describes their purpose, gives teaching suggestions and recommends safety precautions. Diagrams of stunts at all developmental levels are illustrated. The final section contains a physical fitness test. The guide was planned to be used in conjunction with "Elementary School Physical Education Handbook." (DR)

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CURRICULUM GUIDE

for

PHYSICAL EDUCATION

Kindergarten & Ungraded Primary

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ST. LOUIS PUBLIC SCHOOLS

St. Louis, Missouri

1969

To the Instructional Staff
of the St. Louis Public Schools:

This curriculum guide for Physical Education is authorized for use in the St. Louis Public Elementary Schools. It was prepared by a committee whose names are listed on the following page.

Wm. Kottmeyer

WILLIAM KOTTMEYER
Superintendent of Schools

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PRODUCTION COMMITTEE

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Frank J. Horat
Ross F. Pearley
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Physical Education and Recreation

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PHYSICAL EDUCATION

Introduction

Because it is regarded now as a definite method of education rather than a program designed for physical development alone, physical education has acquired a broader meaning and a greater significance in the school program. It is now a fundamental part of all education. Its activities are educational activities and, therefore, have a definite part of school time.

The aim of our physical education program is to develop active minds and bodies by promoting such physical activities, skills, attitudes, and knowledges as will enable the individual to make adjustments for right living now and in the future.

This curriculum guide makes available to the teacher material for use at the various grade levels with suggested methods of teaching. It serves as a guide to the teacher, thereby assuring a balanced program for the entire year; and since the material has been placed in grades according to difficulty, the curriculum guide allows for progression as the child develops.

A successful physical education program depends on careful selection of activities, sufficient development of skill, and good teaching. This course provides for the first two of three requisites; the third is in the hands of the teacher.

Program Organization and Lesson Planning

A. Division of Time

1. *Class Instruction*

   Throughout the term about two-thirds of the gym time should be spent in teaching the basic skills of the activities in the Course of Study.

2. *Organized Play*

   One-third of the gym time may be used in Organized Play. This means that the children are divided into teams or squads and play games in which they utilize the skills taught during the instruction time.

3. *Content Material*

   There are six categories of activities in this course of study. The Physical Education program is considered in good balance if during the term each activity receives the following percentage of time:

Activity	*Percentage*
Conditioning Exercises	10
Games	5
Stunts	15
Rhythms	20
Sports	45
Testing	5

B. Lesson Planning

1. Activities on the playground, in the physical education classes, and during recreational periods are restricted to those which are ordinarily accepted for certain seasons of the year. For example, softball is restricted to the spring season and should be preceded by classwork in skills, rules, and safety procedures.

2. In the fall and spring, when the weather permits outdoor gym periods, Conditioning Exercises, Games, and Sports dominate the lesson. During the winter, when the gym lesson is held indoors, Rhythms, Stunts, and appropriate Games dominate the lesson.

3. If possible, activities should take place in the gymnasium, playroom, or schoolyard. If these facilities are not available, instruction may be given in the classroom.

4. Rhythms for boys and girls is scheduled as a definite unit of activity. The boys and girls of any one room should participate together for a series of consecutive periods.

5. A set lesson plan should not be used from day to day. The lesson plans suggested below can be used interchangeably. These plans are for a forty-five minute period, five minutes being allowed for passing to and from the gym area.

Plan I

a. Warming-up exercises (not to exceed 8 minutes)
   1. Running, skipping, etc.
   2. Conditioning exercises
b. Stunts (15 minutes)
c. Games (17 minutes)

Plan II

a. Warming-up exercises (not to exceed 8 minutes)
b. Athletic Skills Activities (22 minutes)
c. Basic Sport (10 minutes)

Plan III

a. Warming-up exercises (not to exceed 8 minutes)
b. Athletics (Basic Sport)
   (1) Two or more teams playing Lead-Ups while two other teams are competing in the Athletic Game (16 minutes)
   (2) Change teams from Lead-Ups to the Basic Sport and vice versa (16 minutes)

Plan IV

Rhythms (for the entire period)

6. In order to obtain good results, it is advisable to organize the program of activities for the entire school term in the form of weekly content outlines. Only in this way can a good progression of activities be arranged. To be sure, it may be necessary during the school term to modify the particular program of any day on account of weather conditions, inability of a class to proceed with a scheduled activity, or for other reasons of equal importance.

   An outline of this kind appears in the *Elementary School Physical Education Handbook.*

C. Music Records

It is recommended that a library of records be maintained in each school. Suggested records are listed in the "Rhythmic Section" of the Course of Study. A supplementary list of records is contained in the *Elementary School Physical Education Handbook.*

D. Equipment

Equipment for this program is ordered by the Principal through a definite procedure mentioned in the *Elementary School Physical Education Handbook.*

E. Supplies

All supplies such as balls, bats, ropes, mats, etc., must be ordered on unit requisition forms. Each school has an

allotment for supplies. Enough balls should be on hand in the school for skill practice to insure one ball for every ten pupils in the largest class.

Distribution of Supplies

It is impossible to furnish each room with all the supplies needed in the physical education program. It is therefore necessary that each school work out a system of distribution so that each room has ready access to all the supplies required for its activities. A central distribution point for certain units of rooms–perhaps primary, middle, and upper grades–with a committee of boys to service them regularly would insure a satisfactory supply at all times. These supplies should be kept in readiness for immediate use.

F. Uniforms

Being properly dressed is vitally important in a program of physical education. Pupils should be strongly urged to be properly dressed for participation in gymnasium activity. This requirement is made for hygienic purposes and reasons of safety.

Recommended attire for physical education is described in the *Elementary School Physical Education Handbook.*

G. Repainting Lines in Play Yards

The painting of lines on school playgrounds and in gymnasiums will be done in accordance with instructions in the *Elementary School Physical Education Handbook* under "Maintenance and Repairs."

GAMES

GENERAL PURPOSE

Games constitute an important phase of the physical education program for children of all ages. They provide vigorous big muscle activity necessary for the development of organic power and physical hardihood. They contribute to efficiency and satisfaction through the development of skills in a variety of movements. They satisfy the need for group participation and cooperation and enable the child to become a socially responsible individual.

TEACHING SUGGESTIONS

A. Before explaining the game, have children take the positions in which the game is played.

B. Make explanations clear and concise.

C. Get the action started as soon as possible.

D. When numbers are large, divide the group and have more than one game as soon as the game is learned.

E. Teach children to stop all activity on command.

F. Stop the game before interest lags.

G. Play at least one vigorous game involving the entire group each period.

H. Delegate children to take care of equipment, when possible.

I. Be familiar with rules; make accurate observations and fair decisions.

J. When possible have a child demonstrate procedure and be sure there are no questions before starting.

K. Repeat familiar games.

L. Encourage children to play during recess the games they learn in gym.

M. Teach and encourage children to play games diagramed in the schoolyard.

Kindergarten

1. Circle Chase

All the children stand in a circle, except one who walks around the circle, stops behind one child, places his hand on that child's shoulder, and says:

One, two, three,
You chase me.

When he finishes saying the verse, he runs around the outside of the circle, and the one to whom the verse was said chases him. If he is caught the one catching him gets to be "it" the next time. If he isn't caught, he gets to go around and say the verse to a different child.

2. Hot Ball

All the children sit on the floor or ground in a circle, and a ball is given to one of the players, who puts his hands over the ball and heats it until it is "red hot" and then rolls it towards the center. Then, to be kept "red hot," it must be on the move all the time. This is done by the children batting it with their hands as soon as it comes near them. More than one ball may be used at one time. The game may also be played by kicking the ball instead of hitting it.

3. Stacking Blocks

All the children sit on the floor or ground in a circle and a ball is given to one of the players. Several blocks or boxes are stacked in a smaller circle in the center. The children roll or throw the ball and try to knock the blocks or boxes down. The child who knocks them down goes to the center and stacks them again and the game continues.

4. Partner Skip

All the children but one stand in a circle with their right hands extended forward. The one who has been chosen to start the game skips around the circle once and takes the hand of one of the children and together they skip around and back to the place of the second child. The first child sits down and the second child then skips around and chooses another partner. This continues until all the children have had a turn.

5. Shoot the Rabbit

Blocks, or other articles, are stacked up in the center of the circle and the children sit around the circle. One child is given a ball and rolls it toward the center, trying to

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knock over the articles. If he is successful he runs to the center and stacks them up again. The next child takes his turn and this continues until all the children have had a turn. It is suggested that this game be played indoors only because of the equipment needed.

6. Frog in the Middle

One player, chosen to be the frog, sits in the center of the circle. Use one frog for each ten players. The other players stand in a circle and try to tag the frog without being tagged. The object of the game is for the frog to tag another player while he remains seated. If the frog tags another player, they change places.

7. Bird Catcher

Children stand behind a goal line in an area designated "forest." Each child chooses the name of a bird (or the teacher may assign a bird name to each child). Several children may have the same bird name. "Birdcatcher" ("It") stands in the area between the forest and the bird's nest. Birdcatcher calls, "Robins fly" (or eagles, sparrows, gulls, or whatever he chooses). The children whose bird name is called run to the nest. Any child caught is sent to the Bird Cage. After "It" has called several bird names, he may call "Birds fly" and all remaining birds in the forest must run to the nest. When all have run, "It" chooses a new Birdcatcher from those who reached the nest safely; the birds go back to the forest and the game starts again.

8. Brownies and Fairies

The children are divided into two groups–Brownies and Fairies. Each group stands near the walls at the opposite ends of the room. While the Fairies turn their backs, the Brownies steal softly toward them. When the Brownies get about fifteen feet from the Fairies the teacher calls, "The Brownies are coming." The Fairies then chase the Brownies back to the goal, tagging as many as they can. Those caught become Fairies. The game continues with the Brownies turning their backs and the Fairies stealing up to the Brownies.

9. Cat and Mice

One child is chosen to be the cat and goes to a corner of the room and pretends to go to sleep. The remaining children are mice. At a signal, the mice tease and try to awaken the sleeping cat who, awakened, tries to catch the mice. When a mouse is caught, he goes to his seat. The last mouse caught becomes the cat in the next game. If the game is played outside, more than one cat may be used. After a mouse is caught, he must go to a designated mousetrap.

10. Follow the Leader

The children form a line behind a child chosen to be leader. They then follow the leader around the room, imitating his actions. He tries to do as many different things as he can–such as skipping, running, hopping, walking like a duck or an elephant, etc. Anyone who does not follow the leader is out of the game.

11. Busy Bee

Children choose a partner and stand facing each other in a scatter formation. The teacher gives commands such as the following, and the children respond:

Back to back.
Elbow to elbow.
Knee to knee.
Face to face.
Ear to ear.
Right hand to right hand.
Left hand to left hand.
Right knee to right knee.

On the command "Busy bee," each child leaves his partner and moves to a new partner.

Games - Levels A-2 - C

A. MASS GAMES

1. Cat and Rat

Players form one or more circles, hands clasped. One player is chosen for Cat and one for Rat. Cat stands outside of the circle, Rat stands inside. Cat says, "I am the cat." Rat says, "I am the rat." Cat says, "I will catch you." Rat says, "You cannot." Cat tries to catch Rat. Both must run in and out of the circle and around the circle, while circle players help Rat by raising their arms to let him run under. They try to stop Cat breaking through the circle. When Rat is caught, other children are chosen to take the places of Cat and Rat.

2. Toy Chase

Players form a circle. Children count off around the circle, one to six. All the ones are dolls; the twos, trains; the threes, balis; the fours, soldiers; the fives, jumping jacks; and the sixes, tops.

An extra player stands in the center. He calls, "Trains," and No. 2 players step back and run around the circle until they get back to their own places. The first one back raises his hand and is chosen to be "it." The new "it" may then call any other toy. If played inside, children sit down around the circle.

3. Slap Jack

All players but one form a circle, standing with hands behind, palms up. The odd one runs around on the outside of the circle and slaps the palms of another player. The one slapped runs after the "it," trying to catch him. If caught, the chaser becomes "it." If the tagger is not caught, he is "it" again.

4. Good Morning (Come with Me)

Children stand in a circle facing the center while one who is "it" runs around the outside of the circle and touches someone on the back. The two then run in opposite directions. Upon meeting on the other side, they stop and say, "Good morning," and shake hands. Then both race on for the vacant place. The first one there wins and is "it" for the next turn. Both are out of the game if they do not stop and say, "Good morning," and shake hands.

5. Drop the Handkerchief

The players form a single circle, joining hands, facing the center. One player, carrying a handkerchief, runs around the outside of the circle, drops the handkerchief behind one of the players, and continues running around the outside of the circle. The one behind whom the handkerchief was dropped picks it up at once and starts running after the first player, trying to catch him. If the first player is not caught before reaching the vacant place in the circle, he is "it" again; if he is caught, the player with the handkerchief becomes "it."

6. Pin Guard

Circle formation, with one child in the center. An object is placed in the center of a smaller circle and guarded by the center child, who must stay outside the smaller circle. Those on the large circle try to hit the object with an 8" playground ball. If a player hits the object, he changes places with the guard. The guard must bat or kick the ball away from the object.

7. Tag the Bear

One player is chosen to be the bear. He sits in the center of the circle. A second child is selected to be his keeper. The keeper stands three feet from the bear. The other players try to tag the bear without being tagged by the keeper. The child who tags the bear becomes the keeper, the keeper becomes the bear. The bear returns to the circle with the other children.

8. Bunny in the Garden

Pupils form a circle, holding hands. The one chosen as Bunny stands inside. The circle pupils say, "How did you get in our garden, Bunny?" Bunny answers,"I jumped in," etc. The others say, "Better see how you will get out." Bunny then tries to get out, by any means, while the players try to prevent his escape. If Bunny succeeds in getting out, two or three players, appointed previously as hunters, stationed outside the circle, run to try and catch Bunny. The successful hunter becomes the next Bunny. New hunters are then appointed and the game continues.

9. Dodge Ball

Children are divided into four groups, three groups around a large circle and one group scattered in the circle. Players around the circle try to hit those in the circle with an 8" playground ball. Center players when hit rejoin the circle and try to hit those left in the circle. When all center players have been hit, group two goes into the center and the game continues. All groups should have equal time in the center.

10. Galloping Lizzie

Children stand in a circle fairly close together and facing in. One player stands outside the circle. The ball is given to a circle player and is passed from player to player or thrown across to an opposite player. The outside player tries to tag a circle player while he has the ball in his hands. When the outside player is successful in tagging a player he changes places with him. If a circle player drops the ball he becomes the tagger, the former tagger taking his place.

11. Duck, Duck, Goose

One child is "it." All the other children form a circle. "It" runs around the outside of the circle, stopping every now and then to tap a child on the shoulder and saying, "Duck, duck, duck." The player tapped chases him. "It" is

safe if he can return to the vacant spot. If "it" is caught he goes into the "soup" in the center of the circle.

12. Line Chase

Two divisions line up facing each other at a distance of twenty or more feet, holding their hands waist high with palms turned upward. The leader of one side advances and lays his hands successively on the hands of the player of the opposite side. Suddenly striking one hand, he turns and runs back to his line, pursued by the one he tagged. If caught before reaching his side he returns to the opposite side. The chaser always continues the game. The side having the greater number of players at the close wins the game.

13. Run, Rabbit, Run

The children are divided into two groups, rabbits and foxes. Choose one rabbit to be the Mother Rabbit. She takes the rabbits for a walk toward the fox home. When they almost reach the foxes' home, Mother Rabbit calls, "Run, rabbit, run." Rabbits try to get home without being tagged. All who are tagged become foxes. Change by having rabbits become foxes and foxes become rabbits.

14. Crossing the Brook

Two divergent lines are marked off one foot apart at the beginning to represent the "Brook." Each child runs and attempts to jump over the narrowest part of the "Brook." After all the children have crossed, they move to a wider part.

15. Fireman

All the children are numbered from one to four with one child named the Fire Chief. All the children having the same number should be grouped together on a goal line. The Fire Chief stands on a distant goal line and calls, "Fire! Fire! Station No. 1!" The group called runs to the opposite goal line and back. When "General Alarm" is called, all groups run. After each group returns to place, another group is called.

16. Zoo

The children are divided into two groups of equal size. Two lines are drawn on the ground, one group behind each line. One group decides upon an animal which they will imitate and then they approach the other group. When they are within a short distance of the other group, they begin to imitate the animal. Those on the line raise their hands and try to guess what the animal is. As soon as someone on the line guesses correctly, all the members of his group chase the animal imitators back to their line. Any players who are caught become members of the other group. The game is repeated with the other group taking its turn at imitating an animal. The game continues in this manner until all members of one group have been caught.

17. Dogs and Ball

Players stand in a line. Each player takes the name of a dog; such as police dog, bulldog, collie, fox terrier, etc. Several players have the same name. One player stands behind the line of players, calls, "Bulldogs," and throws the ball over the heads into the open area. All the Bulldogs run after the ball. The player touching it first becomes the new thrower.

18. Ball Game

One child chosen as leader faces the line. He throws the ball to the first child, then to the second and so on down the line. If anyone misses, he goes to the foot of the line. If the leader misses, he goes to the foot of the line and No. 1 then becomes the leader. Have as many groups playing as there are balls.

19. May I Chase You?

All the children except one chosen as leader stand in a line. One child is chosen to call the leader by name, as "May I chase you, John?" John answers, "Yes, if you have on red." All players who have on red may chase John and try to tag him. The one who tags him first becomes the leader. Other colors may be called.

20. Garden Race

All the children stand in a single line and are given names of vegetables such as lettuce, carrots, etc., with several players having the same name. One player stands behind the line of players, throws the ball over their heads into the open area, and calls the name of a vegetable, whereupon all the players of that name run and try to touch the ball. The player who touches the ball first is the leader for the next time. All players return to their original positions and the game continues.

21. Squirrel in the Tree

The players stand in groups of three, with hands joined, forming trees. One player stoops in each tree as a squirrel. The odd squirrels are without a tree. The teacher blows a whistle, or claps her hands, when all the squirrels must change trees. Meanwhile, the odd squirrel or squirrels attempt to get a place. All of the children should have an opportunity to become a squirrel.

22. Squat Tag

One child is "it." The other children scatter about an area. The children squat in order not to be tagged.

23. Three Bears

Three children representing bears stand at one end of the field with their backs turned to the other players. The other players represent Goldilocks. They leave their home at the other end of the playground and come as close to the three bears as they dare. They ask (or one player appointed by the leader asks), "Who's at home?" If Mother Bear answers, "Mother Bear," they ask again. If

Baby Bear answers, they ask again. If Father Bear answers, "Father Bear," all players turn and run, the three bears chasing them. Those caught may help the bears to catch the other players, although only the original bears talk. The last players to be caught become the first bears in the next game.

24. Sheep and Dogs

The teacher, who acts as a shepherd, chooses her sheep according to some mark of identification such as brown shoes, blue coat, pink hair ribbons, etc. She says, "All children with brown shoes are sheep. Run, Sheep!" After a few seconds she tells the rest, who are the dogs, "Get them, Dogs." The dogs go after the sheep and bring them to the shepherd.

25. Follow the Leader

The group is divided into equal teams. Thirty-six children would be six groups of six children. The first one in each group is leader, and the teams do as their leaders do until the teacher gives a signal (blowing of whistle or clapping of hands). At this signal the first in line goes to the end of his line and number two is leader until a signal is given. Then number two goes to the end and number three is leader, etc., until all children have been leaders. In this way all children play all the time and every child has a turn as leader.

26. Old Lady Witch

A child, chosen to be Old Lady Witch, walks down the street with the other children following her. Children say, "Old Lady Witch lost her switch, picked up a penny and thought she was rich." The witch turns and points to one child and asks, "Whose children are you?" The child may answer, the fireman's, the grocer's, etc. The Witch continues to ask different children until one child answers, "Your children." The witch then runs after them. Those caught become goblins and bats to help the witch catch the other children.

27. Nose and Toe Tag

The children scatter around the playing area. One child, who is "it," chases the children. He may not tag any child who is holding his nose with one hand and touching his toes with the other. When a child is legally tagged, he becomes "it" and the game continues.

Variations: "It" may not tag anyone who is

a. Kneeling with forehead touching the floor or ground.

b. Holding nose with right hand, right arm under right leg.

c. Right hand on one's back.

B. CLASSROOM GAMES

1. Guess Who?

All children are seated except one child who stands in front of the room with his back to the rest of the children. The child standing in the front closes his eyes, and the leader motions to one of the children seated to leave the room or hide some place in the room. The remaining children change seats, and the child who had his eyes closed turns around and tries to guess who is missing. If he guesses correctly, he gets another turn; if he does not guess correctly, he takes his seat and a new player is chosen to hide his eyes.

2. Jack in the Box

Pupils stand in an aisle. When the teacher says, "Jack in the box!" pupils stoop in place; at the command "Jack out of the box!" pupils stand in place. The object of the game is to catch pupils on either command. The teacher may catch them by omitting the word "Jack"; if so, the pupils must retain the position the preceding command called for. When pupils are caught they are out of the game and must be seated. The last one standing wins the game.

3. Squirrel and Nut

All the pupils except one bow their heads on their desks as though sleeping but with one hand outstretched. The odd player is the squirrel. He carries a nut (eraser) and tiptoes about the room and places the nut in the hand of one of the children. The player who gets the nut jumps up from his seat and chases the squirrel, who is safe only when he reaches his seat. Other players wake up during the chase.

4. Think and Place

All children are seated except six or eight children who stand in a row across the front of the room. The children who are seated close their eyes while the children standing change places. Volunteers are then called for to name the children in their new positions and put them back into their original positions. Some other name–such as colors, birds, toys–may be used instead of the children's names.

5. Three Little Pigs

One child stands in front of the class; he is the wolf. He moves around and touches the three little pigs, who remain in their houses until the wolf goes back to the front of the room and says, "Huff, Puff." At these words the three little pigs change seats; the big wolf tries to get into one of the three houses. The pig left out becomes the next wolf.

6. Switch and Reverse

A child stands in front of the room as the Engineer and another child stands at the back of the room as the Switcher with a bean bag or eraser extended at arms' length in each hand. Two more players stand on each side of the Engineer. The Engineer says, "Go," and they run in

opposite directions to the Switcher. Each runner grabs one of the objects from the Switcher and runs back to the Engineer. The first one reaching the Engineer wins and becomes the new Engineer. He chooses two new runners. The second place runner becomes the Switcher.

7. Watch Dog

One child, with eyes closed, guards an object beside him. At a signal from the teacher, another child tries to take the object without being detected. If he returns to his seat with the object, he becomes the next watchdog. If, however, the watchdog detects a noise while the object is being moved, he calls "Bow-wow," and opens his eyes. If he barks too soon, he goes to the dog house, and the thief gets to be the next watchdog.

8. Find the Bean Bag

A circle is formed with children standing shoulder to shoulder. One child stands in the center. A bean bag is passed on the outside of the circle from one child to another. The child in the center tries to guess who has the beanbag. If the child takes too long to guess, change the center child.

9. Fruit Basket

One child stands at front of the room; others are in their seats. Those in their seats are counted off into groups, and each group is given the name of a fruit. The child at the front of the room calls out the name of a fruit. All the children in the group with that name change places. The caller tries to get a seat. He may call, "Fruit basket upset," at which time all children change places. The caller tries to get any one of the seats, and the child left becomes the caller.

10. Huntsman

A leader is chosen. The other children in their seats are named different groups of hunters, such as bear hunters, duck hunters, rabbit hunters, etc. The leader marches in any direction he wishes and announces, "Who would like to go with me to hunt ducks?" (or bears, rabbits, foxes, etc.) The duck hunters fall into line behind him and march as he does. When the leader sees that all are in line and away from their seats he calls, "Bang," whereupon all scamper for their own seats. The first one to be seated in his own seat may be leader next time. Not more than 10 or 12 players should be up at the same time.

11. Queen's Headache

A queen is seated on a throne. The leader announces that the queen has a terrible headache; in fact, it is so bad that she must be blindfolded. After the leader gives each a number, he signals them one at a time to cross over the other side of the room. If the queen hears one she groans, whereupon that individual must sit down on the floor at the spot where he is when the queen groaned. The fun is to see how many can escape having to sit on the floor.

Games - Levels D-I, D-2

A. MASS GAMES

1. Double Cat and Rat

Two cats and two rats are chosen and the rest of the children form a circle with clasped hands. The cats say, "We are the cats"; the rats say, "We are the rats." The cats then say, "We will catch you," and when the rats defy them with, "You can't," the chase begins. Both the rats and the cats must run around or through the circle. The children forming the circle try to help the rats by raising their arms to let them through and lowering them to try to keep the cats out. The rats must be caught with a two-handed tag. When both rats are caught, the cats choose new cats and the rats choose new rats.

2. Flying Dutchman

All players except two join hands in a circle. The two who remain join hands and walk around the outside of the circle and tag the joined hands of any two players. The two players immediately chase the taggers twice around the circle trying to catch them before they can get back to the vacant space. Couples running must keep their hands clasped while running.

3. Fire Ranger

All children except one form a double circle so that each child in the outer circle is directly behind one in the inner circle. The odd player stands in the center and is the Fire Ranger. When he calls, "Fire on the mountain, run, run, run," the players in the outer circle begin to run around the outside circle until the Fire Ranger calls, "Fire's out." He then tries to get in someone's place in the outside circle; if he succeeds, the one left without a place is "Fire Ranger." Circles change places after each fire.

4. Piggy in the Pen

The class forms a circle, joining hands, and one is chosen to be in the center. A soccer ball, which represents a pig, is on the ground. A kicker, by kicking the ball, tries to drive it out of the circle between the legs and under the arms of the other players. The players try to keep it in by kicking it back. Change kickers frequently so that every child has a chance to be in the center.

5. Two Deep

All the players but two form a circle facing inward. The runner and the chaser start outside the circle. The object of the game is for the chaser to tag the runner before the runner saves himself by jumping in front of any player in the circle. When he does this, the one in front of whom he jumped becomes at once liable for tagging and must run to evade the chaser. If the chaser tags the runner, they exchange places and he becomes the runner.

6. Bull in the Ring

All but one player stand in the ring with hands firmly clasped. The odd player stands in the center of the ring and is the bull. The bull tries to break the ring by parting the hands of any players. If he breaks through, the two players whose hands he parted immediately give chase, and the one catching him becomes the bull.

7. Run for Your Supper

Form a circle, all players facing center with hands joined. "It" walks inside the circle, stops suddenly, thrusts his hands between two players, and calls, "Run for your supper." "It" stands with outstretched hands while these two run in opposite directions around the circle. The child who touches "it's" hand first is the new "it." "It" may call out, "Skip for your supper" and other variations.

8. Have You Seen My Sheep?

Players join hands and form a circle with one child who is "it" on the outside. "It" touches one of the players on the back and asks, "Have you seen my sheep?" The second player replies, "How was it dressed?" "It" describes a player who, when he recognizes himself, must run around the circle and regain his place without being tagged by the second player, who chases him. If caught, he becomes "it." If not caught, the chaser becomes "it." The original "it" does not take part in the chase but takes the chaser's place in the circle.

9. Circle Stride Ball

The players form a large circle and take a side stride position with feet touching. Several players are in the center of the circle. They attempt to bat or roll a playground ball out of the circle between the feet of any player. If they succeed, the player between whose feet the ball passed becomes "it." Players on the circle use their hands to stop the ball. More than one ball may be used.

10. Ring Call Ball

Circle formation. One child stands in the center and throws a ball straight up in the air, calling someone's name. The one called must run and catch the ball before it bounces twice. If he catches the ball he becomes the thrower. If not, the same child throws the ball and calls a different name.

11. Promotion

The children are divided into small groups. One child is selected for the teacher. She stands in the center and tosses the ball to each child in turn. They throw the ball back to her. After going around the circle, the teacher joins the circle, and another child is chosen to be the teacher. After learning the game, children should be formed into small groups, each using a ball.

12. Lemonade

The group is divided into two teams. They line up behind two lines facing each other. Team one chooses some activity such as sewing, washing clothes, etc., and advances toward team two saying, "Here we come." Team

two says, "Where from?" Team one, "New York." Team two, "What's your trade?" "Lemonade." "Get to work and show us some." When team two says the last, team one acts out its chosen activity. When someone on team two guesses the activity, they chase team one back to their line. Anyone caught becomes a member of the team chasing. Team two now acts out a selected activity and does as team one.

13. Rope Skip

The group is divided into four teams facing front. Another line is drawn about forty feet away. The first child in each line is given a jumping rope. At a signal all skip to the opposite line and back. The rope is then given to the next child while the first child goes to the end of the line. The winning child in each group scores one point for his team. The team with the greatest number of points after all children have had a turn is the winner.

14. Pied Piper

The children stand behind a line. One is chosen to be Piper. He stands on the piper's line three feet in front of the children. He walks away from the line pretending to play upon his pipe. As long as he plays, the children follow him, but when he lowers his pipe and turns around, he chases them back to their places on the line. Any player tagged becomes a piper and goes to the piper's line. On the next turn the new pipers walk beside the piper. When he stops playing, they help him catch the other children and the game continues. After a time the uncaught children become pipers, and the pipers become children again.

15. Straddle Line Tag

A thirty-foot line is marked on the ground, and all the players but one stand with one foot on each side of the line facing the same way. The odd player, who is the catcher, stands in front facing them. He can never cross the line, but if he wishes to get to the other side he must run around either end of the line. He tries to tag anyone who is on the same side of the line as he is. The players try to keep out of his way by crossing the line to the opposite side. The first one caught is the new catcher. Children may be divided into two or more groups.

16. Measuring Foot Race

The players are divided into three or more equal teams, five or six to a team. Each team lines up behind a starting line drawn on the floor. About fifteen feet ahead and parallel to the starting line a goal line is drawn. At a signal the first child in each team advances toward the goal by placing the heel of one foot against the toe of the other. When he reaches the goal, he turns and runs back to the starting line. The winning player scores one point for his team. Children who have run go to the ends of their lines. Children in line repeat the race. The race is started again after each group has run until each child has had his turn. At the end the team with the most points wins.

17. Single Race

The players are divided into three or more equal teams, five or six to a team. Each team lines up in single file behing a starting line drawn on the floor. About fifty feet ahead and parallel to the starting line a goal line is drawn. At a signal the first child in each team runs forward, touches the goal line, and runs back to the starting line. The winning player scores one point for his team. Children who have run go to the ends of their lines. The next children in line repeat the race. The race is started again after each group has run until each child has had his turn. At the end the team with the most points wins.

18. Heel Race Run

The players are divided into three or more equal teams, five or six on a team. Each team lines up behind a starting line drawn on the floor. About twenty feet ahead and parallel to the starting line a goal line is drawn. At a signal the first child in each team walks forward on his heels to the goal line, turns, and walks back on his heels to the starting line. The winning player scores one point for his team. Children who have walked go to the ends of their lines. The races continue until each child has had his turn. At the end the team with the most points wins.

19. Back to Back

The players are arranged back to back in couples. One odd player who is "it" starts the game by commanding, "Change." At this signal each player must seek a different partner with whom he squats and hooks elbows. The one left without a partner is the new "it" and in turn commands, "Change."

20. Chinese Tag

One player is "it" and tries to tag one of the other players. When he succeeds in tagging a player, that player must place his left hand on the place where he was tagged and try to tag someone else. After the group has played for a while, several players may be "it."

21. Fox and the Chickens

One player is Fox, another Mother Chicken. Each Mother Chicken chooses four baby chicks, who line up behine her and clasp hands around the waist of the one in front. Fox stands in front of Mother Chicken to start. On signal, Fox attempts to tag the last baby chicken. Mother Chicken, by turning and twisting, tries to prevent Fox from getting to the back. The baby chicks try to stay behind the mother. The mother must keep her hands clasped on her own stomach. If the chain breaks, Fox wins. When Fox tags the last chick, Fox takes his place at the end of the line, Mother Chicken steps out and becomes the new Fox, and the second in line becomes the new Mother. This rotation continues for each game.

22. Wood Tag

One player is chosen to be "it" while the other players scatter around the play space. At a given signal, the chaser tries to tag one of the other players, who can save himself only by touching wood. One piece of wood can accommodate only one player. When one of the players is tagged, he becomes "it" and play continues. Other materials may be used such as iron, stone, trees, etc.

23. Speedy Squirrel

All the children but one form a circle. The extra child stands outside the circle and represents the squirrel. As the squirrel walks around the circle, he tags five children who remain in their places, until he calls, "Speedy squirrel!" The five children who have been tagged then run around the outside of the circle to their left. The first player to return to his former place wins the game, and is the squirrel next time.

24. Frog in the Sea

The children form a circle around five "frogs" who sit with feet crossed. All the players in the circle skip close to the frogs and back, repeating, "Frog in the sea, you can't catch me." The frogs attempt to touch any player without rising or uncrossing their feet. If a frog succeeds in tagging a player, they change places, the tagged player becoming a frog.

25. Fisherman's Net

The children are divided into two equal groups, the fish and the net. The groups stand behind parallel goal lines drawn about fifty feet apart. Joined hands of one group of players form a net. The other group will be fish. At a signal, both groups advance toward each other. The fish try to reach the opposite goal and the net attempts to prevent this by closing in its ends. A fish may not break through or under the net, but may escape only by dodging around the ends. Should the net break, the fish escape. Any fish caught are out of the game until all are caught. The two groups alternate in playing they are the net.

Variation: Several nets should be used for a large number of players.

26. Boiler, Boiler, Boiler, Blue

One player is chosen to be the tagger. The others are scattered about the playing area. The tagger, clasping his hands in front of him, calls out:

Boiler, boiler, boiler, blue
If you're careless, I'll catch you!

and thereafter tries to tag a player with his clasped hands. If successful, he joins one hand with the tagged player and the two repeat the rhyme and try to tag a third player with their clasped hands. When caught, the third player clasps his own hands, repeats the rhyme and starts chasing other players. This is continued until all have partners or there is just one player left.

B. CLASSROOM GAMES

1. I Say Stoop

The players are in a circle. In front of them is a leader. He says, "I say stoop," and immediately stoops himself and rises again. The players imitate the action; but when the leader says, "I say stand," at the same time stooping himself, the players should remain standing. Anyone who makes a mistake and stoops when the leader says, "I say stand," is out of the game.

2. Spinning the Platter

All the players are numbered and seated in a circle except one who stands in the center and spins a tin pan or plate on edge. While it is spinning he calls a number, and the one whose number is called tries to catch the plate before it stops spinning. If he is successful, he becomes the spinner and the former spinner takes his place in the circle. If he fails to catch the plate, the first spinner spins the plate again, calling another number.

3. Bean Bag Race

The children stand in the aisles with feet apart, an equal number of players in each row. The first one in each row has a bean bag. On the command "Go" the bag is passed (not thrown) back between the legs to the next one who in turn passes it between his legs. This continues until the bag reaches the last one, who holds it high. The row finishing first wins. The game is then repeated with all facing the rear of the room.

4. Eraser Snatch

Erasers or other articles are placed on the front and back desks of each row and on each desk in the two outside rows. There should be one less eraser than there are players. Children march around the outside aisles of the room. At a given signal each grabs an eraser from the desk closest to him. The child left out is out of the game.

5. Fox and Squirrel

The players sit in their seats facing the aisles, so that each two adjacent lines have their feet in the same aisle and face each other. The game consists in passing some object–the squirrel–(bean bag or eraser) from one player across the aisle to another and back again, zigzagging down each aisle to be followed at once by a second object (the fox); the effort being to have the fox overtake the squirrel before the end of the line is reached.

6. Bread and Butter

One child is "it" and is sent from the room. An article is hidden in the room by one of the other players who is then sent to call the child who is "it." He summons him by saying, "Bread and butter, come to supper." "It" then searches for the hidden article. Whenever he gets close to the hidden article, the other players indicate by motions such as fanning themselves that he is warm. When he is

farther from the object, they shiver or likewise show that he is cold. When he finds the article, another child becomes "it."

7. Lost or Found

Children are seated in a circle. One player is "it" and is sent from the room. While he is out, one child leaves the circle and hides somewhere while the rest of the children change places. "It" is called in and tries to tell who is missing. If he is successful, he chooses someone to take his place as "it"; if not, the hidden person becomes "it."

8. Eraser Overhead Race

Children are seated, there being the same number in each row of seats. An eraser is placed on the front desk of each row. At a given signal the first player in each row lifts the eraser over his head and passes it to the player behind him, who passes it to the one behind him in the same manner, and so on until the last player in the row receives it. He then stands immediately, holding the eraser high, and runs to the front of the room, thus indicating that his row is finished. The row finishing first receives one point. The children then move backward one seat and the race starts again.

Games - Levels E-I, E-2

A. MASS GAMES

1. Circle Kick (or Throw)

The group is divided into two teams. One team is lined up around one side of the circle and the other on the opposite side. The game is played with a soccer ball that is put into play by one team kicking it towards the opposing team. Points are scored when the ball is kicked between the legs of the opposing players; but when the ball is kicked over the head of any player, the team opposite the kicker scores a point, and when the ball is kicked by a player through the legs of his own team, the opposing team scores a point. The same rules hold when the game is played by throwing the ball rather than kicking it.

2. Brothers

Couples line up in a circle, children on the outer side facing one way, those on the inner side facing the other way. At a signal, one circle walks one way and the other walks the other way. When the teacher says, "Brothers," the children find their partners, join hands, and stoop down. The last couple down is eliminated. After the first elimination the children form a circle again and continue. The last couple left is the winner.

3. Dodge Ball

Divide the group into two teams of ten or fewer on each. One team is in a circle. The other team scatters itself inside the circle. The players in the circle try to hit the players inside the circle. They get ten throws. If a player is hit he leaves the circle. After ten throws the teams change.

Variation: The group is divided into four teams–three teams around a circle, one inside the circle. Outside teams try to hit inside players. When hit, an inside player joins the circle and helps to hit others left inside. After a period of time, team two goes inside. All teams given the same amount of time inside the circle.

Variation: The group is divided into two groups–one inside and one around the outside of a circle. When an inside player is hit, he goes to the outside and the outside player who hit him takes his place in the circle.

4. Elimination Pass

The players stand in a circle four feet apart, facing in. At a signal, the ball is passed from one player to the next around the circle. When the teacher says, "Change," the direction of the ball is reversed. The players may pass the ball in any manner they choose, but should pass it quickly and accurately. Any pass which the receiving player can touch with both hands is considered a fair pass, if not thrown too hard. Players making throws which cannot be caught are also eliminated. This continues until only one remains. This player is the champion.

5. Diamond Ball

The players are divided into two teams. The members of one team, the batters, stand behind home plate. The members of the other team are scattered around the infield and outfield of the softball diamond. The batter hits a playground ball out of his own hand and then runs the bases. The batter-runner is out if a fielder (1) catches the ball on the fly, (2) gets the ball and tags the base before the batter-runner gets there, (3) tags the batter-runner with the ball between bases. The batter-runner must hold at the closest base when the fielders return the ball to home plate. A batter-runner scores a point for his team when he successfully rounds the diamond, tagging all bases. Sides change after three outs. A soccer ball may be used, the ball being kicked instead of batted.

6. Circle Tag

All players stand in a large circle and face counter-clockwise. At a signal each player starts to run, trying to pass on the outside of the next runner in front of him, tagging him on the outside shoulder as he passes. Any player who is passed and tagged drops out. The last player who stays in wins.

Variation: All children stand on a circle. At a signal, they start running around the circle. When the teacher blows once on his whistle, the children reverse directions. When the teacher blows twice on his whistle, the children freeze. The slightest movement puts them out of the game.

7. Frog

A goal is marked off at each end of the play space, and the players form a circle between the two goals. One player is chosen to be a frog and squats very still at the center of the circle, while the other players walk or skip around, clapping their hands as they go. When the frog jumps up and chases them, they run toward either goal. If the frog tags them before reaching the goal, they become frogs and must go into the circle and squat down with the first frog. The game continues and no frog may move until the first one starts to run. This goes on until all are frogs. The last one caught is the frog for the new game.

8. Red Light

The player who is chosen to be "it" stands on a line at one end of the play space with his back to the rest of the players, who are lined up at a corresponding line at the other end of the play space. As he counts from one to ten, the players move forward as rapidly as possible. After counting to ten he says, "Red light," and immediately turns around. Anyone whom he sees moving is sent back to start all over again, but those not seen are allowed to start running from the places they now occupy when the counting is begun again. The first player to reach the goal line is "it" for the next game.

9. Through the Line

Two teams line up, facing each other about ten feet apart. They join hands to form a line that cannot be broken. One player is chosen from each line. Each advances toward his opponents' line and tries to break

through or dodge under their arms. If he is unsuccessful at one place he may try at another, but he may have only three trials. Should he succeed in breaking through, he returns to his side, taking with him the two whose hands had been parted or evaded. Should he fail in the third attempt, he must remain on the side of his opponents. The team having the greater number of prisoners at the end is the winner.

10. Boundary Ball

The play area is divided into three parts, the size to be determined by the teacher (a central area and two end areas). The players are divided into two equal teams. Each team scatters itself in an end area. Each team is given a ball. The object of the game is to throw the ball over the opposite team's rear boundary line. The balls are started from the rear boundary line, and each team tries to intercept the opponent's ball. If a ball goes out of bounds, it is brought inside the area nearest where it went out. No ball can be thrown from outside the boundary line. One point is scored for each ball that goes over the opponent's rear line. The team getting five points first wins. The central area is out of bounds. The ball can be rolled or bounced instead of being thrown.

11. Throw Away

The play area is divided into three divisions, the size to be determined by the teacher (a central area and two end areas). The players are divided into two equal teams. Each team scatters itself in an end area. Any number of 6" balls are distributed to both teams. At the first whistle, the players throw and catch and throw the balls as fast as they can. The team with the least balls in their area at the second whistle is the winner.

12. Water Sprite

The players stand in two rows, facing each other, with a large open space, the river, between them. One player, the water sprite, stands in the middle of the river and beckons to a player on the bank to cross. This player beckons to a third player on the opposite side of the river. The opposite players attempt to exchange places and the water sprite tries to tag one of them. If he succeeds he changes places with the player tagged.

13. Chinese Wall

Make the wall across the playing space by drawing two parallel lines eight to twelve feet apart. Draw home bases twenty to thirty feet away from the wall on each side. All the players stand at one of the home bases. A guard standing on the wall calls, "Go." All the players leave the home base, running across the wall to the other home base. The guard, standing within the boundaries of the wall, tags as many players as he can as they cross the wall. All those who are tagged go to the side of the wall, and on the next "Go," they run out onto the wall and help the guard catch the other players. The last one tagged is the new guard for the new game.

14. School Colors

Draw two parallel lines about ten feet apart in the center of the playing area. Establish goals for each team parallel to the center lines at each end of the field. Divide the class into two teams, and line them up facing each other on the center lines; one team is one school color (Red), the other team is the other school color (White). If "Red" is called, they immediately give chase to the "Whites," who try to get to their goal without being tagged. Any who are tagged join the opposite team. The group that captures all or the largest number of players wins.

15. Circle Bounce Ball

Draw two lines about twenty feet apart. At the center of the space between draw a circle about 25 inches in diameter. Divide up into two teams. Line up in two parallel lines, facing the circle. The first player on one team tries to bounce the ball into the circle. If he succeeds, a point is scored for his side. The opposing team then tries. Each player in the line takes a turn at bouncing the ball. The team that gets ten points first wins the game. If the group is large, have several games with short lines of only five or six players.

16. Stationary Dodge

Draw two parallel lines about thirty feet apart. At the center of the space between draw a circle about 25 inches in diameter. Divide up into two teams lined up behind the parallel lines facing the circle. One player stands in the circle. The other players throw the ball and attempt to hit him. If hit, the player who hit him takes his place in the circle. The circle player must stay in the circle.

17. Hopping Relay

A starting line is drawn on the ground behind which the players stand in two or more single files, facing a goal. The goal should be ten or more feet from the starting line. At a signal the first player in each line hops on one foot to the goal, touches it with his hand, and hops back to the end of his line, which should have moved forward to fill his place as he started. He takes the place at the rear of the line. He tags the first player in line as he passes and this player hops forward to the goal. Each player thus takes his turn, and the line wins whose last player reaches the rear of his line first and raises his hand as a signal. If the game is repeated, the player should hop on the opposite foot.

18. Baseball Diamond Relay

Divide the class into two, three, or four teams. The game is played on a regulation ball diamond. Each team lines up facing one of the four bases with the first man on the base and the other men in a column inside the diamond. At a signal, the first man of each group runs around the bases, all going in the same direction. When each returns to his group, the man who is second in line runs. The group whose men complete the circuit first wins the game.

19. Find Me

One player stands with his back to the group of players who are scattered out behind him. This person tosses a bean bag over his head without turning or looking around. As one of the players catches it, all put their hands behind them and cry out, "Find me." The tosser turns around and guesses who has the bean bag. If he is correct, he keeps his place; if not, the child who is holding the bean bag becomes the tosser. Keep groups small, ten players or fewer.

20. Double Tag

This game is played in the same manner as simple tag. All the players, however, are coupled off with one hand joined. One couple is "it" and chases the other couples. If the ones who are "it" break apart, they must again join hands before they can tag anyone. If the ones chased break apart while running from "it," they must, as a penalty, sit down or "freeze" until someone is caught.

21. Freeze Ball

One person is "it" with an eight-inch rubber ball. On the signal "Go," all the other children scatter within a definite large area. "It" chases them, throwing the ball. Anyone hit by the ball, freezes right where he was hit. (Frozen players must stand.) "It" recovers the ball and continues chasing and throwing the ball until all players have been hit. The last player hit is the "it" for the next game.

22. Stop Statue

The children are scattered over the play area. The teacher gives a command to skip, run, etc. When she says, "Stop, statues," the children must stop in whatever position they are in. If they move in any way they are eliminated. After a short time the teacher gives the command, "Relax." They then are ready for another command to be given by the teacher. This continues until all but one are eliminated. He is the winner and may be the one to give the commands.

23. Pictures

The class is broken into small groups of two, three, or four. The teacher gives a command to skip, run, etc. When she says, "Lights, action, camera," the children must stop and form a picture while the teacher counts to ten. At ten, all pictures freeze. The teacher walks around and judges which is best. The best group then judges the next picture.

24. Link Arm Tag

Couples with arms linked and outside hands on hips are scattered around the play area. The runner, chased by "it," links the outside arm of one of the pairs, whereupon the third player is chased. If caught, the runner becomes "it."

25. Midnight

One player is the fox and the rest are the sheep. The fox may catch the sheep only at midnight. The game starts with the fox standing in a den marked on one corner of the field and the sheep in a sheepfold marked in a corner diagonally opposite. The fox leaves his den and wanders about the field. Suddenly the sheep also come out and scatter about, coming as close to the fox as they dare. They keep asking him, "What time is it?" and he answers with any hour he chooses. Should he say any hour but midnight they are safe; but if he should say, "Midnight," they must run toward the sheepfold as fast as possible, the fox chasing them. Any sheep who is caught is taken to the fox's den. At the next call of "midnight" the caught sheep become foxes and help catch the other sheep, but each fox can only catch one sheep each time "midnight" is called. The last sheep to be caught becomes the fox for the next game.

B. CLASSROOM GAMES

1. Numbers Change

All players are given a number on a slip of paper. One player takes his place in the center. He calls two numbers, and the players whose numbers are called change places while the center player tries to secure one of their places. The one who is left without a place becomes the center player, and he calls the next two numbers. The numbers are exchanged after each turn.

2. Huckle, Buckle, Beanstalk

A small object is used for hiding. All players hide their eyes while the object is being hidden. When the object has been hidden, the players begin looking for it. When one sees it he does not tell the others but quietly takes his seat and says, "Huckle, Buckle, Beanstalk." This indicates that he knows where the object is. The same continues until all the players have located the object or until the teacher says the hunt is over. The first one to locate the object hides it for the next game.

3. Partners

Divide the class into two rows, the opposite players being partners. The players exchange bean bags by tossing with their right hands, holding their left hands behind their backs. When the bag falls to the floor, both players are seated. Sometimes the tossing may be done with the left hands. The couples left standing at the end of a set time win. Small playground balls or erasers or other small objects may be used if bean bags are not available.

4. Hot Potato

One player who is "it" stands in front of the room. The players who are seated keep passing an eraser between them in any direction. The one who is "it" runs about the room and tries to tag a player when he has the eraser, or hot potato, in his hands. The one caught with the hot potato is "it."

5. Do You Know Me?

The players remain seated except one who stands and asks of anyone he chooses, "Have you seen my friend?" The chaser stands and answers, "How was he dressed?" The questioner describes the dress of someone in the room. The chaser then names the player whom he thinks has been described. The one described must walk quickly around the room and return to his seat without being tagged. If he is not tagged, he becomes the questioner and the others sit down. If he is tagged, the chaser or tagger becomes the next questioner.

6. Goal Toss

One goal for all rows is placed at the front of the room. The last one in each row at the rear of the room passes a bean bag or other small object to the player in front of him who passes it to the next and so on down to the front player. The front players throw and try to make a goal. When all front players have thrown, they recover their object and go to the rear of their line and start the object down the line. Each goal counts a point. When all have had a turn to throw, the team with the highest score wins.

RHYTHMS

GENERAL PURPOSE

The Rhythmic Program for the Primary Levels will include Fundamental Rhythms and Singing Games and Dances.

The Fundamental Rhythms will provide the children with the opportunity to develop a sense of rhythm and coordination resulting in skills that can be used in many situations. These skills contribute to the development of a strong body.

The other activity, Singing Games and Dances, will help to develop favorable pupil relationships and will appeal to the children for their repetition in words, melody, and action.

TEACHING SUGGESTIONS

The Rhythm Program should be equally balanced in Fundamental Rhythms and Singing Games and Dances.

At the beginning of most physical education classes, it is well to have a few minutes of Fundamental Rhythms as a limbering-up period.

Each lesson should contain instruction in something new as well as a review of some familiar material.

For accompaniment, three sources of rhythm are generally found suitable: the tom tom, the record player, and the piano.

It is recommended that a library of records be maintained in each school. A list of suggested music records by activity may be found in the Rhythms section of this curriculum guide. An up-dated supplementary list of records will also be published in the Physical Education Handbook.

The selection of materials for teaching should be primarily made from the curriculum guide before supplementary material from other sources is used.

CLASS ORGANIZATION

The classroom may be used for the rhythm lesson if there is sufficient space which can be cleared of hazards. All tables and chairs should be moved well away from the activity area.

It is strongly urged that the gymnasium or playroom be used for the rhythm lesson whenever possible. As a rule these facilities are more desirable than classrooms, for they afford greater expanse and freedom of movement.

In cases where space is very limited, it is advisable to have small groups take turns in performing in the entire space.

Forming in lines and circles is very desirable in the first lessons of each new term. By becoming a member of a line or circle children develop a sense of security and a feeling of belonging to their new social group. Later, children should be taught to move independently around the room.

In the first stages of using the scattered positions, children should be frequently encouraged to find their own spaces in which to dance. They should keep well apart and use all the available space in the room.

While using scattered positions all children should move around the room in the same direction, either in a clockwise direction or in a counter-clockwise direction.

List of Records by Activity

Note: The title on the reverse side of the record is given in parentheses.

I. FUNDAMENTAL RHYTHMS

Walk - Hop - Jump

Baby Elephant Walk	Dot 45-16364
Boulevard of Broken Dreams	Dance Record 627-A
Childhood Rhythms	Ruth Evans, Series 1-2-3
Dream On	Old Timer 8126-B
I Still Get Jealous	Decca 9-30827
Josephine	Windsor 502
Lili Marlene (Glow Worm)	MacGregor 310
Manhattan	Shann 805-B
Nola	Windsor 7602-B
Sophia	Grenn 37001
Swingin' Safari	Victor 45-16374
Tea for Two	Windsor 7606-A
The Sunnyside	Blue Star 1705-B
White Silver Sands Mixer	Grenn 14028

March

All American Promenade	Windsor 7605
Childhood Rhythms	Ruth Evans, Series 1-2-3
El Capitan	Victor 47-4155 (Cities Service Band)
Hey Look Me Over	Shann 819-A
March from the River Kwai	Columbia EPA 4250
Markin' Time	Atco 45-6226
Stars and Stripes Forever	Victor 47-4154-B
U.S.A. on the March	Vol. 3 - 2030
Washington Post March	Victor 47-4156-B

Run

Crested Hen	Victor 45-6176
Happy Trumpeter	Decca 31439
Hello Dolly	Dance Along 6076
Humoresque (Stars & Stripes Forever)	Dot 45-184
Jiffy Mixer	Windsor 4684-A
Lolly	Dot 45-17074
Piccolo Pete	Mecca 10-B
The Beat Goes On	Hoctor 2720

Skip - Glide - Gallop

Blackberry Quadrille	Victor 45-6184
Busybody (Waltz Delight)	Windsor 7612
Childhood Rhythms	Ruth Evans, Series 1-2-5
Fine and Dandy (Poor Butterfly)	Windsor 4657-B
Happy Polka (The Hour Waltz)	Sunnyhill 5001-A
Laces and Graces	MacGregor 633
Skipping Along	Blue Star 1758
Soldier's Joy	Victor 45-6184

Leap

Childhood Rhythms	Ruth Evans, Series 3
Humoresque (Stars & Stripes Forever)	Dot 45-184

II. FOLK RHYTHMS - BASIC STEPS

Polka

Childhood Rhythms	Ruth Evans, Series 3
Golden Nugget Polka	Decca 9-29364
Happy Polka	Sunnyhill 5001-A
Heel and Toe Polka (Schottische)	MacGregor 400
Jessie Polka	Intro 7005

Schottische

Childhood Rhythms	Ruth Evans, Series 3
Glow Worm (Lili Marlene)	MacGregor 310
Josephine	Windsor 502
Schottische (Heel and Toe Polka)	MacGregor 400
Skipping Along	Sets in Order 3105

Two-Step

Humoresque (Stars & Stripes Forever)	Dot 45-184
In the Mood	Decca 9-29449
Latin	Windsor Dance Along 303
Lover's Two-Step	MacGregor 8205
Lullaby of Birdland	Artti 143-A
Manhattan	Shann 805-B
Palesteena	Decca 9-29571
Sunny Side of the Street	Blue Star 1705
Sweet Georgia Brown	Windsor 7630
Walking and Whistlin'	Old Timer 8150
Who	Decca 9-23766

Waltz – Fast

An Album of Strauss Waltzes	London 685
Tulpen Aus Amsterdam (Answer Me)	Hoctor 676-B
Varsouvianna (Blackhawk Waltz)	MacGregor 309
Waltz Time	Dot DLP 3499
Wunderbar	Hoctor 604-B

Waltz – Slow

Answer Me (Tulpen Aus Amsterdam)	Hoctor 676-A
Blackhawk Waltz (Varsouvianna)	MacGregor 309
Green Sleeves (Lullaby)	Hoctor 655-A
Fascination	Windsor 4-5078
Kentucky Waltz	MacGregor 8205
Missouri Waltz	Blue Star 1705-A
Moon River	Hoctor 691-A
Waltz Delight (Busybody)	Windsor 7612-A

III. FOLK DANCES - Single Records

African

Tante Hessie	Folkraft 006x45, Band 2

American

Circassian Circle	Folkraft 1167-A
Heel and Toe Polka	MacGregor 400
Horse and Buggy Schottische	MacGregor 400
Sicilian Circle	Folkraft 1157
	Folkraft 1242 (Instrumental)

III. FOLK DANCES - Single Records

Danish	
Ace of Diamonds	Folkraft 1176
Crested Hen	Folkraft 1159 and Victor 45-6176
Little Man in a Fix	Victor 20449 and Michael Herman 1053
Norwegian Mountain March	Victor 45-6173
Seven Jumps	Victor 45-6172
Totur	Folk Dancer MH 1021 Imperial 6038
English	
Green Sleeves	Victor 45-6175
Maypole Dance	Folkraft 1178
French	
Minuet	Folkraft 1179 and Victor 45-6181
German	
Bummel Schottische	Victor 45-6177
Come Let Us Be Joyful	Childhood Rhythms, Series VIII, Record 805 Folkraft 1195 and Victor 45-6177
Man in the Hay	Folk Dancer MH 1051
Greek-American	
Misirlou	Folkraft 1060 and Victor 4129
Hungarian	
Csebogar	Victor 45-6182
Israeli	
Circle From Sarid	Folk Dancer MH 1053
Hora (Nava Nagila)	Folkraft 01-0 x 45
Irish	
Irish Dance	Folkraft 1155 Victor 45-6178
Irish Washerwoman	Folkraft 1155 (instrumental) Folkraft 1240 (with calls)
Mexican	
La Raspa	Folkraft 1119 Imperial 1084
Peruvian	
Huyano	Bomar Folk Dances Album No. 6

III. FOLK DANCES - Single Records (continued)

Portuguese-Brazilian	
Fado Blanquita	Folkraft 1173
Russian	
Troika	Folk Dancer MH 1059 Folkraft 1170
Scottish	
Highland Schottische	Folkraft 1177 Victor 45-6179
Swedish	
Bleking	Childhood Rhythms, Series VIII, Record 804 Folkraft 1188 Victor 45-6169
Familjevalsen	RCA-LPM 9910 RCA-FAS 663 or any lively Swedish Waltz
Gustaf's Skoal	Childhood Rhythms, Series VIII, Record 803 Folkraft 1175 Victor 45-6170
Klappdans	Folkraft 1175 Victor 45-6171
Swedish Schottische	Folkraft 1411 MacGregor 400
Tantoili	Victor 45-6183
Yugoslavian	
Djurdjevka Kolo	Folk Dancer MH 1011 Victor - EPA 4130

FOLK DANCES - Albums

All-Purpose Folk Dances *(Seven Jumps, The Irish Washerwoman, La Raspa, Glow Worm, Virginis Reel, Pop Goes the Weasel, Chestnut Tree, Sisken Hora, Cherkassiya, Oh Susanna, and Bingo)*	Victor-LPM 1623
Childhood Rhythm *(Ace of Diamonds, Crested Hen, Norwegian Mountain March, Heel and Toe Polka, Gustaf's Skoal, Bleking, Swiss May Dance, Come Let Us Be Joyful, Seven Jumps and Mountain Polka)*	Ruth Evans, Series VIII
Festival Folk Dances *(Ribbon Dance, La Cucaracha, Sailor's Hornpipe, Sellenger's Round, Gathering Peascods, Maypole Dance, Highland Fling, Highland Schottische, Tantoli, Minuet, Cotton-eyed Joe, Sicilian Tarantella, and Sudmalinas*	Victor-LPM 1621

FOLK DANCES - Albums

First Folk Dances *(How Do You Do, My Partner, I See You, The Wheat, Bridge of Avignon, Nigare Polka, Jump Jim Crow, Gay Musician, Polly Wolly Doodle, Carrousel, Kinderpolka, Round and Round the Village, and Dance of Greeting)*	Victor-LPM 1625
Folk Dances for All Ages *(Bummel Schottische, Ace of Diamonds, Tra-La-La Ja Saa, Lott' 1st Tod, Shiboleth Basadeh, Norwegian Mountain March, Come Let Us Be Joyful, Joy for Two, Bleking, Gustaf's Skoal, French Reel, and Moskrosser)*	Victor-LPM 1622
Folk Dances for Fun *(Green Sleeves, Chimes of Dunkirk, Cshebogar, Hansel and Gretel, Hopp Mor Annika, Ten Pretty Girls, Noriu Miego, Klumpakoiis, Shoemaker's Dance, Crested Hen, Turn Around Me, and Klappdans)*	Victor-LPM 1624
Happy Folk Dances *(Blackberry Quadrille, Milanovo Kolo, Fado Blanquita, Gie Gordons, Djurdjevka, Tsamiko, Spanish Circle Waltz, Rakes of Mallow, Dutch Couples, Buggo Schottische, Soldier's Joy, and Misirlou)*	Victor-LPM 1620

IV. **ROUND DANCES**

Blackhawk Waltz (American)	Folkraft 1046 Imperial 1006 MacGregor 3095 Old Timer 8186 Lloyd Shaw 104
Five Foot Two (American)	Durlacher, Album 6
Glow Worm (American Gavotte)	MacGregor 310
Narcissus (American)	Durlacher, Album 6 Windsor 7601
Patty Cake Polka (American)	Folkraft 1018 Durlacher, Album 6
Rye Waltz (American)	MacGregor 298 Old Timer 8009
Spinning Waltz (Finnish)	Imperial Fo No. 4, 1036
Susan's Gavotte (American)	MacGregor 310
Teton Mountain Stomp (American Mixer)	Western Jubilee 725 Windsor 7615
Veleta Waltz (American)	Imperial 1049

V. SQUARE DANCES - Albums

Jonesy Square Dance	MacGregor LPM 1204
The Fundamentals of Square Dancing (Instructional Series, Level 1)	Sets in Order LP 6001

Single Records - With Calls

Alabama Jubilee	Windsor 4615
Beverly Hillbillies	Jewel 106-A
Blue Sioux City Five	Blue Star 1661-A
Down Among the Sheltering Palms	MacGregor 780
Hit the Road	MacGregor 758
Hot Time	MacGregor 004-4B
I Don't Care If the Sun Don't Shine	MacGregor 806
Jessie Polka	Blue Star 1588-B
King of the Road	Wagon Wheels 109
Marching Thru Georgia	MacGregor, Album 4
Marked Cards	MacGregor 8845-B
Oldies	MacGregor 8935-A
Oh Johnny	MacGregor 007-3B
Powder Your Face with Sunshine	MacGregor 742
Red River Valley	MacGregor 008-2A
Solomon Levi	MacGregor 007-4A
Spanish Cavaliero	MacGregor 007-3A
Sweet Georgia Brown	MacGregor 986-A

Single Records - Without Calls

Blackberry Quadrille	Victor 45-6184
Forward Six, Fall Back Six	Victor 45-6178
Hot Time	Folkraft 1037
	Windsor 7115
Irish Washerwoman	Folkraft 1044
	Victor 45-6178
Life on the Ocean Wave	Folkraft 1004
Little Brown Jug	Folkraft 1167
Marching Thru Georgia	Windsor 7112
Oh Johnny	Folkraft 1037
Oh Susanna	Folkraft 1186
	Victor 45-6178
Rakes of Mallow	MacGregor 697
Virginia Reel	Folkraft 1342
Wabash Cannon Ball	Folkraft 1322

VI. SINGING GAMES AND DANCES - Albums

Childhood Rhythms	Ruth Evans, Series 6
Children's Dances	Ruth Evans, Series 4
Singing Games	Durlacher, Album 10
Singing Games for Primary Grades	Bowmar Records Albums 1, 2 and 3

VI. SINGING GAMES AND DANCES - Single Records

	Folkraft 1191
Baa Baa Blacksheep	Russell 700-A
Beans Porridge Hot	Childhood Rhythms, Series 6, 606
	Folkraft 1190
Carrousel	Folkraft 1183
	Victor 45-6179
Cats and Rats	Bowmar 1511-A, Band 1
Charlie Over the Water	Bowmar 1512-A, Band 1
Chimes of Dunkirk	Folkraft 1188
	Victor 45-6176
Deedle Deedle Dumpling	Victor E-83
Did You Ever See a Lassie?	Bowmar 1512-A
	Folkraft 1183
Farmer in the Dell	Folkraft 1182
Girls and Boys a Dancing	Childhood Rhythms Series 6, 606
Go 'Round and 'Round the Village	Folkraft 1191
Hickory Dickory Dock	Victor 22760
Holly, Holly, Ho!	Victor 22356
How Do You Do My Partner	Folkraft 1190
Jolly is the Miller	Bowmar 1521-A, Band 1
	Folkraft 1192
	Victor 45-5067
Kinderpolka	Folkraft 1187
	Russell 750
	Victor 45-6179
London Bridge	Bowmar 1518-A
	Durlacher, Album 12
	Victor 20806
Looby Loo	Folkraft 1184
Muffin Man	Folkraft 1188
Mulberry Bush	Folkraft 1183
	Victor 20806
Nuts in May	Bowmar 1517-B
Oats, Peas, Beans, and Barley Grow	Folkraft 1182
Our Exercises	Bowmar 1512-A, Band 3
Pop Goes the Weasel	Folkraft 1329
Pussy Cat, Pussy Cat	Bowmar 1514-A, Band 2
	Folkraft 1199
	Russell 700-B
Sally Go 'Round the Moon	Folkraft 1198
Saturday Afternoon	Childhood Rhythms, Series 6, 605
Shoemaker's Dance	Folkraft 1187
	Russell 750
	Victor 45-6171
Skip Around your Partner	Childhood Rhythms, Series 6, 604
Swinging in a Swing	Bowmar 1518-B, Band 2
Twinkle, Twinkle Little Star	Bowmar 1518-B
	Childcraft EP-C-4
Turn Around Me	Bowmar 1517-B, Band 1

VII. SUGGESTED MUSIC FOR CONDITIONING EXERCISES

Baby Elephant Walk	Dot 45-16364
Basic Popular Music	Activity LP 509
Birth of the Blues (American Jazz Boogie)	Stepping Tones 36-A
Cake Walk in Portugal	Windsor 4656-B
Canadian Capers	Stepping Tones 17-B
Fifteen for Fitness	Windsor WLP 3-06
Ja Da	Windsor 504-A
Johnson's Rag	Windsor 4652-B
Keep Fit, Be Happy	Warner Bros. 813-1358, Vol. 2
Miss Frenchy Brown (A Banda)	AM 870
Rhythms for Physical Fitness	Columbia XTY-69829
U.S.A. in Motion	USA Inc. 2020-Vol. 1
U.S.A. - Physical Fitness	USA Inc. 2020-Vol. 2
U.S.A. on the March	USA Inc. 2030-Vol. 3
Walking and Whistlin'	Old Timer 8150
Waltz Time	Dot DLP 3499
Wheels	Dot 16164
When My Sugar Walks Down the Street	Mecca 10-A

Fast Tempo

Boogie Woogie - Tommy Dorsey	Victor 45-27-0003-A
Happy Trumpeter - Bert Kaempfert	Decca 31439
Java - Al Hirt	Victor 45-447-0712

Slow Tempo

Poor Butterfly - George Poole Orchestra	Windsor 4657-A
The Tijuana Brass - Herb Alpert	A&M 1925-703
Walking and Whistling - Art Jones Hot Timers	Old Timer 1403

VIII. SUGGESTED MUSIC FOR BALL ACTIVITIES

Alley Cat	Atcc 45-62226
Ja Da	Windsor 504-A
Lolly	Dot 45-17074
Markin' Time	Atco 45-6220
Tea for Two Cha Cha	Decca 30704
That Certain Party (Chicken Feed)	Atco 45-6245
The Man with the Golden Arm	Artti 105-B

IX. SUGGESTED MUSIC FOR ROPE JUMPING

Green Doors	Windsor 504-B
Hello Dolly	Dance Along 6076
Ja Da	Windsor 504-A
Jiffy Mixer	Windsor 4684-A
Tango of the Roses	DL 604-A
Tea for Two	Windsor 7606-A
Walking and Whistlin'	Old Timer 8150
Wheels	Dot 161774

X. ALL PURPOSE RECORDS

Whipped Creams - Herb Alpert	AM SP 4110
What Now My Love Herb Alpert	AM SP 4114

Statements Concerning Specific Rhythmic Activities

A. FUNDAMENTAL RHYTHMS include those rhythmic activities which provide experience in the fundamental forms of locomotor and non-locomotor, or axial, movements.

LOCOMOTOR MOVEMENTS take the individual from one place to another. These rhythms include the walk, tiptoe, march, run, hop, jump, skip, gallop, and slide.

NON-LOCOMOTOR, OR AXIAL, MOVEMENTS are those rhythms which turn-twist, bend-stretch, swing-sway, and push-pull various parts of the body around a fixed axis.

At this age children walk, skip, run, or jump for the sheer joy of moving. With a simple and well-accented music the activity becomes even more stimulating and pleasing to them. The rhythms should be very invigorating, with much freedom of movement and big muscle activity.

To assist children to become aware of the rhythmic beat of the music have them clap hands to the music. Other simple rhythmic movements done with the hands, arms, legs, or feet can help the child get the feel of the music.

The music should be played long enough to develop an awareness to group and class rhythm. This may be done by having the class move with the accompaniment, and then when the music stops, let the class continue to move in rhythm without accompaniment. A group or class rhythm will be heard. This rhythm should take up the tempo and underlying beat of the music.

The material for Fundamental Rhythms is arranged in chart form to assist the teacher in selecting an activity. The teacher is encouraged to add notes or other ideas in the columns and spaces left for this purpose.

Under each fundamental activity several suggestions are given which gradually increase in difficulty. Various fundamentals can be used for each lesson.

B. SINGING GAMES AND DANCES

Singing Games are a source of real enjoyment to children when the rhyme or song is simple, rhythmic, repetitious, and engaging.

The simple fundamental locomotor movements are the basis for the dances.

In presenting a singing game and dance to a class, the following steps provide a logical sequence of progression:

1. Introduce background information
2. Analyzing the music
3. Learning the music and the verses
4. Learning the dance by parts
5. Combining the parts
6. Variations

When the activity is well learned by the class as a whole, divide the class into smaller units so that more children have opportunities to be in the active part. If the dance is active for all, it is not necessary to divide the group.

The illustrated formations presented below can be used for singing games and dances.

Fig. 1

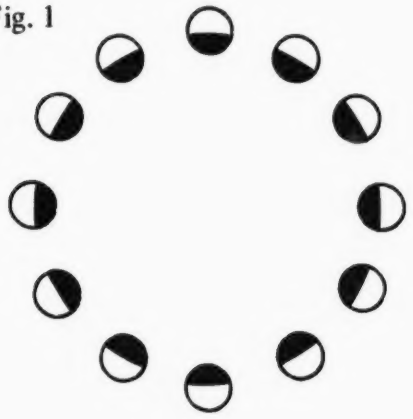


Fig. 2

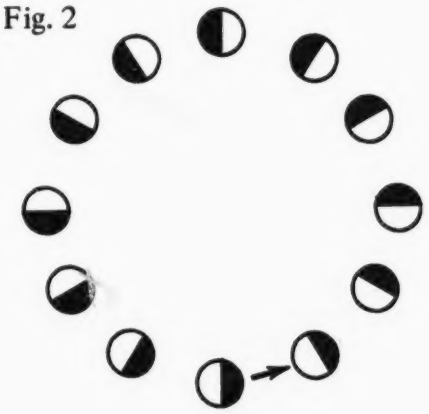


Fig. 3

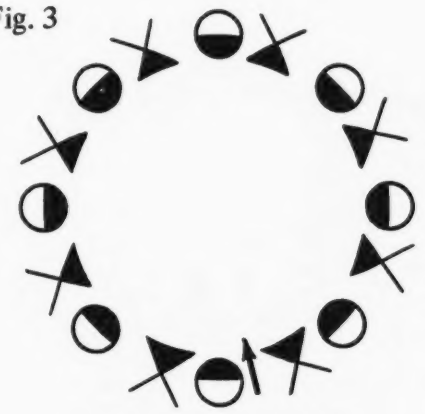


Fig. 4

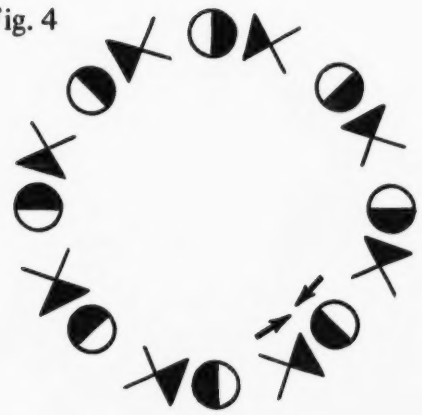


Fig. 5

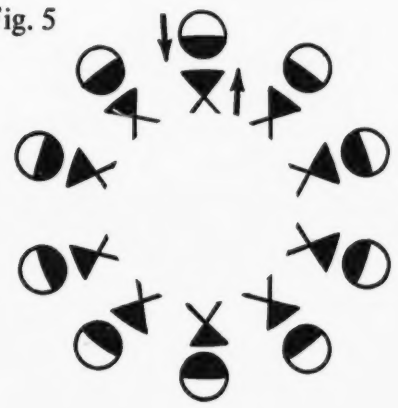


Fig. 6

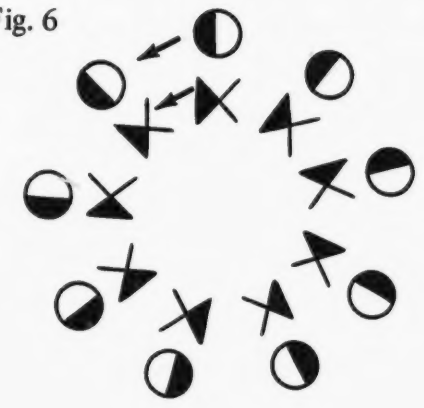
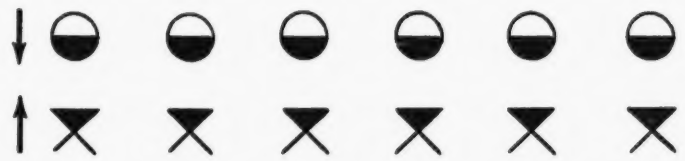


Fig. 7



SINGLE CIRCLE

1. All facing center.
2. All facing counter-clockwise.
3. By partner, all facing center.
4. By partner, with partners facing.

DOUBLE CIRCLE

5. Partners facing each other.
6. Partner side by side, facing counter-clockwise.

LONGWAY SET

7. Double line, partners facing.

Several singing games and dances are recommended for each primary grade.

Rhythms - Kindergarten

A. FUNDAMENTAL RHYTHMS

Activity	Teaching Procedures
WALK	Class Formation: Sitting in a circle. Listen to music. Move hands to music (not clapping): with eyes closed. with eyes opened. Clap hands to music. Class Formation: Standing in a circle. Walk on place. Walk around large circle. Walk fast. Walk slow.
MARCH	Class Formation: Circle. With same procedure as in walk add: Marching with legs straight and stiff. Marching with knees bent and raised high before each step.
TIPTOE	Class Formation: Circle. Listen to music; clap lightly. Tiptoe slowly. Tiptoe quickly and lightly. Tiptoe high up on toes. Tiptoe with arms raised up high. Tiptoe with short little steps, then make them longer and slower.

Activity	Teaching Procedures
RUN	Class Formation: Sitting in a circle. Listen to tom-tom. Clap to tom-tom. Run in place. Listen to music Clap to music. Run in place. Run in circle lightly on toes. Run with partner.
SKIP	Class Formation: Circle. Listen to tom-tom. Clap to tom-tom. Listen to music. Clap to music. Skip forward, swinging arms freely and lifting knees high. Skip with partner.
GALLOP	Class Formation: Circle, scattered position. Listen to music. Clap to music. Gallop forward with one foot in front. Gallop forward with the other foot in front. Gallop forward, slapping thighs. Gallop high. Gallop fast; then slow up and stop.

Activity	Teaching Procedure
JUMP	Class Formation: Circle.
	Listen to music; clap it.
	Jump lightly in place on both feet.
	Jump forward (short jumps).
	On place, jump fast (low jumps).
	On place, jump slow (high jumps).
HOP	Class Formation: Circle.
	Listen to music; clap it.
	Hop on place on one foot, and then hop on place on the other foot.
	Hop on one foot, moving forward.
	Hop on the other foot, moving forward.

B. SINGING GAMES AND DANCES

Charlie Over The Water

RECORD: Bowmar - No. 1512-A (Band 1)

FORMATION: Single circle, facing in, all hands joined.

SONG	ACTION
Charlie over the water, *Charlie over the sea;* *Charlie catch a blackbird,* *Can't catch me!*	Circle of players walk clockwise as they sing the song. On the last word of the song, "me," circle players stoop and center players try to tag them before they stoop. The "me" is usually a high shriek and jump in the air. Players tagged before they stoop exchange places with those in the center. VARIATION: Let the children in the circle *skip, gallop* and *slide* as they move singing the song.

Did You Ever See A Lassie

RECORD: Folkraft 1183.

FORMATION: Children are in a single circle, facing left with hands joined. One child is in the center.

SONG

Did you ever see a lassie, a lassie,
a lassie,
Did you ever see a lassie do this
way and that?
Do this way and that way,
do this way and that way,
Did you ever see a lassie, do this
way and that?

ACTION

Children with hands joined walk to the left in a circle. The child in the center gets ready to demonstrate some type of movement. All stop and follow the movement suggested by the child in the center.

As the verse starts over, the center child selects another to do some action in the center and changes places with him.

The word "laddie" should be substituted if the center person is a boy.

Farmer In The Dell

RECORD: Folkraft 1182.

FORMATION: Children are in a single circle with hands joined and facing center. One child is chosen to be the farmer and stands inside the circle.

SONG

1. *The farmer in the dell,*
   The farmer in the dell,
   Heigh-O! the dairy-O!
   The farmer in the dell.
2. *The farmer takes a wife, etc.*
3. *The wife takes a child, etc.*
4. *The child takes a nurse, etc.*
5. *The nurse takes a dog, etc.*
6. *The dog takes a cat, etc.*
7. *The cat takes a rat, etc.*
8. *The rat takes the cheese, etc.*
9. *The cheese stands alone, etc.*

ACTION

Verse 1. The circle players walk to the left with hands joined while the farmer is deciding on a child to be selected for his "wife."

Verse 2. The singing and moving continues as the farmer chooses a wife. The child selected as his wife joins hands with him, and they walk around the inside of the circle in the opposite direction the big circle is moving.

Verses 3-8. Each child in turn selected joins with the center group.

Verse 9. All children in the center with the exception of the child who is the "cheese" return to the outside circle. The circle stops and the children face the center clapping hands during this verse.

SUGGESTIONS: The game should be repeated until all children have had an opportunity to be in the center.

VARIATIONS:

1. Several farmers can be chosen to start. When the outer circle gets smaller, the children no longer can join hands.
2. Verse 8 can be: "The cat chases the rat." During this the cat does chase the rat in and out of the circle with the children raising and lowering their joined hands to help the rat and hinder the cat. If the cat catches the rat, he gets to be the farmer for the next game. If not, the rat becomes the farmer. The rat must be caught during the singing of the verse.

Holly, Holly, Ho!
(English)

RECORD: Victor 22356

FORMATION: Children arranged in one or two circles, hands joined, facing center. One child inside each circle represents the Big Ship.

SONG

The big ship sails through the
Holly, Holly, Ho!
Holly, Holly, Ho!
Holly, Holly, Ho!
The big ship sails through the
Holly, Holly, Ho!
On a cold and frosty morning.

Repeat song.

ACTION

The center child starts weaving in and out of the circle under the raised hands of the children on the circle. This action follows the song through the first six complete measures.

On the words, "on a cold and frosty morning" the "ship" stops in front of someone on the circle and bows to that person.

The song is repeated and the person chosen by the leader joins the first "ship" by standing behind the leader and placing hands on the waist of the leader. Both begin sailing the "big ship" by weaving in and out. It is not necessary to sail in any particular order. The "big ship" may cut across the circle to weave in and out.

If two circles are used, sail to the next circle as well.

The step may be walking, skipping, or running. It is advisable to do it walking first.

Each time the leader bows to a new person, that person hooks up on the end of the line.

When all but two children are sailing, it is fun to sail from one ocean or circle to the other.

This song game may also be done in lines as in a Virginia Reel.

How Do You Do, My Partner

RECORD: Folkraft 1190.

FORMATION: Double circle, partners facing each other.

SONG

How do you do, my partner,
How do you do today?
Will you dance in a circle?
I will show you the way.

Chorus – *Sing tra, la, la, la,*
la, la, etc.

ACTION

Measures:

1 - 2 Boys bow to their partners.
3 - 4 Girls curtsey.
5 - 6 Partners shake right hands.
7 - 8 Both face counter-clockwise and stand side by side as they now join left hands to assume skater's positon. They get ready to skip when the music changes.
1 - 8 The pairs skip around the circle.

VARIATION:

1 - 8 Partners skip in circle slowing down on measure 7. On measure 8 the girl stops and the boys move ahead to secure new partner.

Looby Loo

RECORD: Folkraft 1184

FORMATION: Single circle, all facing center with hands joined.

SONG

Here we dance looby loo,
Here we dance looby light,
Here we dance looby loo,
All on a Saturday night.

Verses:

1. *I put my right hand in,*
   I take my right hand out,
   I give my right hand a shake,
   shake, shake,
   And turn myself about.
2. *I put my left hand in, etc.*
3. *I put my right foot in, etc.*
4. *I put my left foot in, etc.*
5. *I put my head way in, etc.*
6. *I put my whole self in, etc.*

ACTION

On the verse part of the dance, the children stand still facing the center and follow the directions of the words. On the words "And turn myself about" they make a complete turn in place and get ready to skip around the circle.

The movements should be definite and vigorous.

VARIATION: On the last verse, the child jumps forward and then backwards, shakes himself vigorously, and then turns about.

Our Exercises

RECORD: Bowmar 1512-A (Band 3)

FORMATION: Single circle, all face in toward center.

SONG	ACTION
We touch our toes and then our heads, *Touch our toes, then our heads,* *We touch our toes and then our heads,* *Let feet go stamp, stamp, stamp.*	Follow the action of the song while singing. VARIATIONS: 1. *We touch our knees and stretch up tall,* etc. 2. *We touch our toes and stretch up tall,* etc. 3. *We touch our heads and bend down low,* etc.

Pop Goes The Weasel

RECORD: Folkraft 1329.

FORMATION: Children standing in circle.

SONG	ACTION
All around the cobbler's bench, *The monkey chased the weasel,* *The monkey thought 'twas all in fun,* *Pop! goes the weasel.* *A penny for a spool of thread,* *A penny for a needle,* *That's the way the money goes,* *Pop! goes the weasel.*	One child skips around inside the circle. At the word "pop," the group in the circle give a single clap and the child skipping stops and faces a partner. He takes the hand of the partner and they skip about inside the circle. As the music is repeated, both children stop on the next word "pop" and both choose a partner. They form a circle of their own and skip around in place as the music continues. This time on the third word "pop" the first two children to make up the circle of four lift their arms, and one of the other two skips out under the lifted arms to start the game again. The remaining three then join the large circle.

Rhythms - Levels A-2 - C

A. FUNDAMENTAL RHYTHMS

Activity	Teaching Procedure
WALK	Review Kindergarten material.
	Class Formation: Sitting in a circle.
	Listen to music.
	Tap with one hand, then the other.
	Class Formation: Standing in circle.
	Walk around in circle with giant steps.
	Walk with very small steps.
	Walk around in circle lightly on toes.
	With partner:
	Walk 3 steps forward, then bow to partner on 4th count.
	Repeat several times.
	Walk forward toward center of circle and then walk backward.
MARCH	Review Kindergarten material.
	Class Formation: Circle squad.
	March on place.
	March forward.
	March backward.
	March forward with a partner.
TIPTOE	Walk high on the toes with arms, head, and body stretched upward.
	Walk on tiptoes, soft and light.

Activity	Teaching Procedure
RUN	Review Kindergarten material.
	Class Formation: Sitting in a circle.
	In time with the music have children Tap knees. Tap shoulders. Tap heads. Tap floor.
	Class Formation: Standing in circle.
	Run lightly in place to music.
	Run forward; backward.
	Run forward with knees raised up high.
	Run in a small circle.
	Run lightly on toes.
SKIP	Review Kindergarten material.
	Class Formation: Circle.
	Skip forward, swinging arms freely forward and backward, lifting knees high.
	Skip forward and then turn around and come back.
	Skip forward with a partner, hands joined.
	Skip around a partner.
GALLOP	Review Kindergarten material.
	Class Formation: Circle.
	Gallop high.
	Gallop low, with long steps.
	Gallop around circle counter-clockwise with one foot leading.
	Gallop around circle clockwise, with other foot leading.

Activity	Teaching Procedure
JUMP	Review Kindergarten material.
	Class Formation: Sitting in a circle.
	Tap on floor with both hands in time to music.
	Jump in place and turn around.
	Jump forward.
	Jump sideward - left and right.
	Jump forward with long jumps, short jumps, and zigzag jumps.
HOP	Review Kindergarten material.
	Class Formation: Sitting on the floor in a circle.
	Listen to music.
	Tap on floor with both hands in time with music.
	Tap with one hand and then with the other hand.
	Hop forward on one foot and then the other.
	Hop, turning in a circle on one foot, then change, turning the other way on the other foot.
	Hop forward with fast small hops.
	Hop forward with large hops.

AXIAL LOCOMOTOR RHYTHMS

BEND-STRETCH	Class Formation: Sitting in a circle.
	Listen to music.
	Reach up high, then bend all the way to floor.
	On knees (in circle) Bend over and touch floor. Straighten trunk, stretch arms and fingers high overhead.

Activity	Teaching Procedure
SWING-SWAY	Class Formation: Sitting in a circle.
	Listen to music
	Move arms to music.
	Swing arms and trunk from side to side.
	Sway arms overhead from side to side.
TURN-TWIST	Class Formation: Sitting in a circle.
	Twist head and trunk from side to side.
	Twist arms, head, and trunk from side to side.
PUSH-PULL	Class Formation: Sitting in a circle.
	Push arms forward, with hands open; pull arms back, with fists clenched.
	Push arms upward; pull with hands together down to the floor.

B. SINGING GAMES AND DANCES

Deedle Deedle Dumpling

RECORD: Victor E-83

FORMATION: Single circle, partners facing one another.

Figure I

SONG	ACTION
Deedle, deedle, dumpling, my son John,	Two jumps on place; hit sides twice; clap hands together twice; clap both hands with partner.
Went to bed with his stockings on;	Partners join both hands and skip 8 skips clockwise.
One shoe off and one shoe on,	Place foot sideward toward center of circle on word "one" and close feet on word "off." Repeat, placing other foot sideward
Deedle, deedle, dumpling, my son John.	and close feet on word "on." Join both hands with partner and take 8 skips in a circle, turning clockwise.

Figure II

Tra, la, la is sung through another playing of music.	In a double circle, inside hands joined with partner, all skip in a large circle moving counter-clockwise.

Girls And Boys A-Dancing

RECORD: *Childhood Rhythms,* Ruth Evans, Series VI 606

FORMATION: Single circle, children facing center with hands joined. Several children stand inside circle.

SONG	ACTION
Girls (boys) like to dance, *Girls (boys) like to sing,* *Out little girls (boys) like to dance in a ring.* *So won't you please be a partner to me?* *Give me your hands and we'll dance merrily.*	Children inside of circle walk clockwise; outside circle, counter-clockwise. Children inside the circle choose a partner from the outside circle and continue walking. All couples inside the circle skip clockwise; those in outside circle skip counter-clockwise.
All repeat verse.	Repeat with boys starting in center.

Go Round And Round The Village

RECORD: Folkraft 1191

FORMATION: Single circle, hands joined, facing in. One or more players are outside of circle.

SONG	ACTION
Verses:	
1. *Go round and round the village,* *Go round and round the village,* *Go round and round the village,* *As we have done before.*	Circle players walk or skip to right or left. Players outside circle walk or skip in opposite direction.
2. *Go in and out the window, etc.*	Circle players stop, raise arms to form windows. Extra players go in and out the windows, finishing inside the circle.
3. *Now stand and face your partner, etc.*	Extra players select partners by standing in front of them.
4. *Now follow me to London, etc.*	The extra players and partners now skip around the inside of the circle while the outside circle skips the opposite way.
	VARIATION: All chosen players can continue and repeat the game until the entire circle has been chosen.

Muffin Man

RECORD: Folkraft 1180

FORMATION: Children are in a single circle, facing the center with hands joined. One child, the Muffin Man, in the center.

SONG

Verses:

1. *Oh, do you know the Muffin Man,*
   The Muffin Man, the Muffin Man?
   Oh, do you know the Muffin Man,
   Who lives in Drury Lane?

2. *Oh yes, we know the Muffin Man, etc.*

3. *Four of us know the Muffin Man, etc.*

4. *Eight of us know the Muffin Man, etc.*

5. *Sixteen of us know the Muffin Man, etc.*

6. *All of us know the Muffin Man, etc.*

ACTION

Verse 1. The children in the circle stand still and sing, while the Muffin Man skips around the circle. He chooses a partner by skipping in place in front of him. On the last line of the verse, "Who lives in Drury Lane?" the Muffin Man and his partner go to the center.
Verse 2. The action is the same except two people now skip around in the circle and choose two partners.

Verse 3. The action is repeated with four skipping and four partners being chosen.

The verses continue until all children have been chosen. When all have been chosen, the last verse is sung while the children skip around the room.

Nuts In May

RECORD: Bowmar 1517-B

FORMATION: Two lines, 10 feet apart, equally divided with boys and girls. Lines are numbered 1 and 2. Chalk mark at center of space parallel to the lines of children.

SONG

Here we come gathering Nuts in May
Nuts in May, Nuts in May
Here we come gathering Nuts in May
So early in the morning.

Whom will you have for Nuts in May
Nuts in May, Nuts in May, etc.

We will have John for Nuts in May
Nuts in May, Nuts in May, etc.

Whom will you have to pull him away
Pull him away, Pull him away, etc.

We will have Tom to pull him away
Pull him away, Pull him away, etc.

ACTION

Line 1 walks forward to center and backward to place.

Line 2 walks forward and backward.

Line 1 walks forward and backward.

Line 2 walks forward and backward.

Line 1 walks forward and backward.

At the conclusion of the last verse, both John and Tom go to the center line, place the right foot on the line, join both hands across the line. Each attempts to pull the other over the line.

The one pulled over the line joins the other line and the game continues from the beginning. It is good to alternate boys and girls in selecting names to be sung.

At the end of the game the line with the greatest number of children wins.

Pussy Cat

RECORD: Russell 700-B; Bowmar 1514-A (Band 2)

FORMATION: Single circle, all facing center with hands joined.
One player, the Pussy Cat, is in the center.
If desired, more than one Pussy Cat can be in the center.

SONG	ACTION
Pussy Cat, Pussy Cat, *where have you been?*	Circle joins hands and walks 4 steps toward center of circle while singing.
I've been to London to visit *the Queen.*	Circle walks backward four steps, Pussy Cats curtsey and sing.
Pussy Cat, Pussy Cat, *what did you there?*	Circle drops hands, walks toward center, shaking a finger at Pussy Cat while singing.
I frightened a little mouse *under the chair.*	Circle players run back to place; Pussy Cats run in a small circle and jump high into the air singing.

Sally Go Round The Moon

RECORD: Folkraft 1198

FORMATION: Single circle, hands joined.

SONG	ACTION
Sally go round the moon, *Sally go round the stars,* *Sally go round the chimney pots,* *Every afternoon - Bump!*	Circle moves clockwise with a skipping step as pupils sing the song. At the word "Bump!" (to be sung crisply and loudly), all squat down. Without pause repeat the song, dancing in the opposite direction, starting with the right foot. VARIATION: Use different steps such as walking, sliding, running. In using a running step the song should be sung more quickly.

Saturday Afternoon

RECORD: *Childhood Rhythms*, Ruth Evans, Series VI, 605

FORMATION: Single circle, facing center. One child in center of circle to start.

SONG	ACTION
Mary went to Sally's house, *Sally's house, Sally's house;* *Mary went to Sally's house* *On Saturday afternoon.*	The child in the center, whose name might be Mary, skips around inside of the circle.
Sally, won't you play with me, *Play with me, play with me;* *Sally won't you play with me* *On Saturday afternoon.*	Mary stops in front of a friend and bows - takes friend's hands and skips around; all others clap. Repeat, using the names of the children chosen to be in the center of the circle.

Rhythms - Levels D-I, D-2

A. FUNDAMENTAL RHYTHMS

Activity	Teaching Procedures
WALK	Review Levels A-2–C material.
	Class Formation: Circle or Squad.
	Walk on tiptoes, stretching arms up high.
	Walk on heels, with hands on hips.
	Walk on place 4 counts. Pause 4 counts. Walk forward 4 counts. Pause 4 counts.
	Repeat series walking backward.
	Class Formation: Squad or Circle.
	Walk forward, accenting first of every 4 beats of the measure.
	Repeat several times.
MARCH	Review Levels A-2–C material.
	Class Formation: Circle.
	Listen to music.
	Clap to music.
	March in place 4 counts. Pause 4 counts. March forward 4 counts. Pause 4 counts.
	Repeat several times.
	March forward, backward with legs straight and stiff.
	March forward, backward with knees bent and raised high.

Activity	Teaching Procedures
RUN	Review Levels A-2–C material.
	Class Formation: Circle, squad.
	Run forward 8 counts, Pause 8 counts. Repeat.
	Run forward 8 counts, Pause 8 counts while clapping.
	With partner and in a circle of 3, 4, 5, 6, children.
	Run forward 8 counts. Stop clap 8 counts. Repeat several times.
	Run on place 8 counts. Stop clap 8 counts.
	Run forward 8 counts. Stop clap 8 counts. Repeat.
SKIP	Review Levels A-2–C material.
	Class Formation: Circle.
	Skip forward. Skip backward.
	Skip forward 8 counts. Stop clap 8 counts.
	Skip backward 8 counts. Clap 8 counts. Repeat with partner.
	Skip in a circle with 3, 4, 5, 6 children, hands joined.
GALLOP	Review Levels A-2–C material.
	Class Formation: Circle, squad.
	Gallop 8 steps forward, right foot leading. Gallop 8 steps forward, left foot leading. Repeat with partner.
	Gallop high and slowly with partner.
	Gallop low with very wide strides with partner.

Activity	Teaching Procedure
JUMP	Review Levels A-2–C material. Class Formation: Circle, squad. Listen to music, clap it. Take 8 jumps forward, 8 on place, 8 jumps forward, 8 turning in small circle. Take 4 jumps forward with feet together, 4 jumps to the left side. 4 jumps to the right side. Repeat. Jump forward with zig-zag jumps.
HOP	Review Levels A-2–C material. Class Formation: Circle, squad. Hop forward on left foot. Hop forward on right foot. Hop backward. Hop on place. 4 on left foot. 4 on right foot. Repeat. Hop forward. 4 on left foot. Hop backward. 4 on right foot. Repeat.
BEND-STRETCH	Review Levels A-2–C material. Stretch arms up high; rise on toes. Bend down in a low crouching position. Bend trunk forward, touching fingertips to floor; straighten trunk and stretch arms and fingers as high as possible.

Activity	Teaching Procedures
SWING-SWAY	Review Levels A-2–C material.
	As children listen to music, let them swing and sway from side to side.
	In a stride stand, swing arms from side to side.
	In a stride stand, swing arms overhead.
	With feet apart in a forward stride position, swing arms forward, upward, and downward.
TURN-TWIST	Review Levels A-2–C material.
	With feet in a side stride position, turn and twist trunk, swinging arms from side to side.
	With arms overhead, twist from side to side, gradually bending knees until the body is in a low stooping position.
PUSH-PULL	Review Levels A-2–C material.
	Push arms forward (leaning forward) and pull arms back (leaning backward).
	Reach arms high overhead; pull down to floor.

B. SINGING GAMES AND DANCES

Baa Baa Blacksheep

RECORDS: Folkraft 1191; Russell 700-A

FORMATION: Single circle, all facing center.

SONG	ACTION
Baa Baa Blacksheep, have you any wool?	Stamp three times, shake forefinger three times.
Yes sir, yes sir, three bags full.	Nod head twice and hold up three fingers.
One for my master and one for my dame,	Bow to the person on the left.
And one for the little boy who lives down the lane.	Hold one finger up high and walk around in a little circle again facing center.

Cats And Rats

RECORD: Bowmar 1511-A (Band 1)

FORMATION: Two lines of children facing in opposite directions.

X X X X X X ↑ Cats

O O O O O O ↓ Rats

Note: Each cat has a rat opposite for a partner.

SONG	ACTION
Now here comes sly old pussy cat, *You'd best beware, you little rat,* *Pussy wants with you to play,* *So you'd better run away.*	Players sing the song as the two lines move away from each other in opposite directions. On the last word of the song, "away," the lines break and each cat chases *his own rat.* When caught, or upon signa from the teacher, all players return to the original line formation and the cats become rats. The game is repeated.

Hickory Dickory Dock

RECORD: Victor 22760

FORMATION: Children are in a double circle, partners facing.

SONG	ACTION
Hickory, Dickory Dock, tick tock,	Stretch arms overhead and bend the body from side to side like a pendulum, finish with two stamps on "tick tock."
The mouse ran up the clock.	Repeat action of Line 1.
The clock struck one, the mouse ran down,	Clap hands on "one." Join hands with partner and run to the right in a little circle.
Hickory, Dickory Dock.	Repeat the pendulum swing with the two stamps.

London Bridge

RECORDS: Durlacher - Album 12; Bowmar 1518-A; Victor 20806

FORMATION: Single circle moving to left or right. Two children are chosen to form the bridge. They face and join hands, raising them high in the air to represent a bridge ready to fall.

SONG

Verses:

1. *London Bridge is falling down,*
   Falling down, falling down.
   London Bridge is falling down,
   My fair lady.
2. *Build it up with iron bars, etc.*
3. *Iron bars will rust away, etc.*
4. *Build it up with gold and silver, etc.*
5. *Gold and silver I have not, etc.*
6. *Build it up with pins and needles, etc.*
7. *Pins and needles rust and bend, etc.*
8. *Build it up with penny loaves, etc.*
9. *Penny loaves will tumble down, etc.*
10. *Here's a prisoner I have got, etc.*
11. *What's the prisoner done to you, etc.?*
12. *Stole my watch and bracelet, too, etc.*
13. *What'll you take to set him free, etc.?*
14. *One hundred pounds will set him free, etc.*
15. *One hundred pounds we don't have, etc.*
16. *Then off to prison he (or she) must go, etc.*

ACTION

All children pass under the bridge in a single line. When the words "My fair lady" are sung, the bridge falls and the child caught is a prisoner. He or she must choose either gold or silver and must stand behind the side of the bridge which represents his choice. No one must know which side is gold or silver until after he or she has made his choice as a prisoner. When all have been caught, the game ends with a tug of war.

VARIATION: Using more bridges will speed up the game.

Mulberry Bush

RECORDS: Victor 20806; Folkraft 1183

FORMATION: Single circle, facing center, hands joined.

SONG	ACTION
Chorus:	
Here we go 'round the mulberry bush, *The mulberry bush, the mulberry bush;* *Here we go 'round the mulberry bush,* *So early in the morning.*	The singing game begins with the chorus, which is also sung after each verse. As the chorus is sung, the children skip (or walk) to the right. On the words "so early in the morning" each child drops hands.
Verses:	During the verses the children dramatize the actions suggested by the words. The children should be encouraged to use big and vigorous movements.
1. *This is the way we wash our clothes,* *Wash our clothes, wash our clothes,* *This is the way we wash our clothes,* *So early Monday morning.*	
2. *This is the way we iron our clothes, etc. (Tuesday morning).*	
3. *This is the way we mend our clothes, etc. (Wednesday morning).*	
4. *This is the way we sweep our floor, etc. (Thursday morning).*	
5. *This is the way we scrub our floor, etc. (Friday morning).*	
6. *This is the way we make a cake, etc. (Saturday morning).*	
7. *This is the way we go to church, etc. (Sunday morning).*	

Oats, Peas, Beans, and Barley Grow

RECORD: Folkraft 1182

FORMATION: Single circle with a "Farmer" in the center.

SONG	ACTION
Oats, peas, beans, and barley grow, *Oats, peas, beans, and barley grow,* *You and I, or anyone else we know,* *Oats, peas, beans, and barley grow.*	The children walk clockwise around the "Farmer."
First, the farmer sows the seed, *Then he stands and takes his ease,* *He stamps his foot and claps his hands,* *And turns around to view his lands.*	All stand in place and follow the actions suggested by words of the verse.
Waiting for a partner, *Waiting for a partner,* *Open the ring and choose one in,* *While we all gaily dance and sing.*	The circle players again move clockwise while the "Farmer" chooses a partner, which should be done before the end of the verse.
Now you're married, you must obey, *You must be kind in all you say,* *You must be kind, you must be good,* *And keep your wife in kindling wood.*	Everyone skips during this verse. The circle continues in the same direction it has been while the "Farmer" and his partner (wife) skip in the opposite direction.

Swinging In A Swing

RECORD: Bowmar 1518-B (Band 2)

FORMATION: Groups of threes form a circle around the room. Two children form the swing by facing each other and joining both hands. The third child stands behind the "swing" to push it.

SONG	ACTION
Swinging in a swing *Swinging up so high,*	With one foot slightly forward, the child pushes the "swing" in time with the music. The action is forward and backward in two measures. Children should try to accent the first beat of each measure by giving the "swing" a good push forward on count one.
We can almost bump our heads *Up against the sky.*	With increased vigor the "swing" is pushed during the first two measures, and then on the word "bump" the child who is pushing stoops down and goes under the arms. Then, stretching arms and with body high, he runs to give another "swing" a good push forward on count one. On word "up," the children forming the swing, with hands still joined, twirl around as the swing does when it twists and turns. Before twirling, the swing must wait until the child swinging goes under it.

Twinkle, Twinkle, Little Star

RECORD: Childcraft EP-C-4

FORMATION: Children are in a single circle, facing in. (The circle should be large enough so they can come forward seven short steps without crowding.)

SONG	ACTION
Twinkle, twinkle, little star.	Children have arms extended overhead and fingers extended and moving. Each child takes seven tip-toe steps toward the center of the circle.
How I wonder what you are	Continue with seven tip-toe steps in place making a full turn around.
Up above the world so high.	Each child makes a circle with his arms and hands, rocking back and forth.
Like a diamond in the sky.	All form a diamond with the fingers in front of the face.
(Repeat first line.)	With the arms overhead and the fingers extended, move backward to original place with seven tip-toe steps.
(Repeat second line.)	Turn in place with seven tip-toe steps.

Rhythms - Levels E-I, E-2

A. FUNDAMENTAL RHYTHMS

Activity	Teaching Procedures
WALK	Review Levels E-1, E-2 material. Class Formation: Circle, squad. Walk forward 4 counts. On place 4 counts. Backward 4 counts. On place 4 counts. Repeat. Class Formation: Squad. Walk sideward to the left with a step-close. Walk sideward to the right with a step-close. In circle formation, facing left. Walk on place 4 counts. Walk forward 4 counts. Walk sideward into the circle 4 counts. Walk out 4 counts. Repeat the series with partners. Class Formation: Squad or circle. Walk zigzag, by crossing right over left, left over right.
WALK AND CLAP	Walk forward 8 steps. Stop and clap 8 counts. Walk backward 8 steps. Stop and clap 8 counts.
WALK AND BOW	Walk 6 steps forward; bow on counts 7 and 8. With inside hands joined with partner, walk 6 steps forward; bow 7 and 8.
WALK AND SKIP	Walk forward 8 steps; skip 8. Repeat.

Activity	Teaching Procedures
MARCH	Review Levels D-1, D-2 material.
	Class Formation: Squad.
	Listen to music. Clap, accent first beat of each measure.
	March on place, accenting first step of each measure.
	March forward, accenting first step.
	March forward 4 counts. March backward 4 counts.
	March in place 4 counts. March sidewards in 4 counts. Out 4 counts.
	This combination can be done in a circle, singly or with a partner, facing right or left, facing in or out.
RUN	Review Levels D-1, D-2 material.
	Class Formation: Squad, circle.
	Run with knees high.
	Run with legs straight.
	Run forward, run backward.
	Run forward 8 counts, Pause 8 counts. Run backward 8 counts, Pause 8 counts. Repeat with partner.
	Run sideward to left and right.

Activity	Teaching Procedures
SKIP	Review Levels D-1, D-2 material. Class Formation: Squad. Skip forward 8 counts, backward 8 counts. Repeat. Skip forward 8 counts, Skip left, making small circle, 8 counts. Skip right, making a small circle, 8 counts. Repeat this series with a partner. 4 skips forward, 4 stamps. 4 skips backward, 4 stamps. Facing partner: Clap hands 4 times and take 4 skips around partner with right hands joined. Clap hands 4 times and take 4 skips around partner with left hands joined.
GALLOP	Review Levels D-1, D-2 material. Class Formation: Squad. Listen to music. Clap hands on thighs with music. Clap uneven gallop rhythm on floor, use left hand for short beats, right hand for long beats. Gallop forward with partner, inside hands joined and outside foot leading. Gallop forward with partners one in front of the other. The partner in back places hands on waist of one in front. In this position do 8 gallops with left foot leading. Do 8 gallops with right foot leading. Repeat.
GALLOP AND WALK	Gallop forward 8 counts, with left foot leading; walk 8 counts. Gallop forward 8 counts, with right foot leading; walk 8 counts Repeat series with 16 counts.

Activity	Teaching Procedures
JUMP	Review Levels D-1, D-2 material.
	Class Formation: Squad.
	Listen to music; clap, accenting first beat of each measure with a stamp.
	Jump on place. Jump forward with feet together.
	Jump 3 times in place, hold count 4. Repeat several times.
	4 jumps on place. 4 jumps forward. 4 jumps sideward left. 4 jumps sideward right.
HOP	Review Levels D-1, D-2 material.
	Class Formation: Squad.
	Listen to music; clap, accenting first beat of each measure.
	Hop on place 3 times on right foot; hold on count 4. Hop on place 3 times on left foot; hold on count 4. Repeat again.
	Hop sideward left.
	Hop sideward right.
BEND-STRETCH	Review Levels D-1, D-2 material.
	Stretch arms up high, then squat down, touching hands to floor. Bend trunk forward, touch fingers to floor; straighten trunk and stretch arms and fingers as high as possible.
	Sit on floor with legs straight. Bend forward, touch fingers to toes, straighten trunk, stretch arms overhead.
SWING-SWAY	Review Levels D-1, D-2 material.
	Join both hands with partner, swing arms from side to side. Join hands in a circle, swing arms forward, upward and downward

Activity	Teaching Procedures
TURN-TWIST	Review Levels D-1, D-2 material. With hands on hips, twist body from one side to the other. With arms overhead, twirl around, gradually going lower and lower until the body is in a low squat position.
PUSH-PULL	Review Levels D-1, D-2 material. With slow walking steps, use alternate push and pull of arms; e.g., walk 4 steps forward, push and pull 4 counts.

B. SINGING GAMES AND DANCES

Bean Porridge

RECORDS: Folkraft 1190; *Childhood Rhythms,* Series VI, 606

FORMATION: Double circle, or two lines, with partners facing.

FIGURE I

SONG	ACTION
Bean porridge hot,	Clap own thighs; clap own hands; clap partner's right hand.
Bean porridge cold,	Clap own thighs; clap own hands; clap partner's left hand.
Bean porridge in the pot,	Clap own thighs; clap own hands; clap partner's right hand; clap own hands.
Nine days old.	Clap partner's left hand, clap own hands; clap partner's both hands.
Some like it hot.	Repeat Action 1.
Some like it cold,	Repeat Action 2.
Some like it in the pot,	Repeat Action 3.
Nine days old.	Repeat Action 4.

FIGURE II

(Repeat song.)	Circles skip around in opposite directions and repeat clapping with a new partner.

Chimes Of Dunkirk

RECORDS: Folkraft 1188; Victor 45-6176

FORMATION: Double circle with partners facing, girl on the outside.

MUSIC	ACTION
	PART 1
Measures:	
1 - 2	All stamp 3 times (right-left-right).
3 - 4	All clap hands 3 times.
5 - 8	Join hands with partner and turn clockwise in place with 8 steps.
	PART 2
9 - 16	All join hands in a single circle facing the center and slide to the left (16 slides).

Carrousel

RECORDS: Folkraft 1183; Victor 45-6179

FORMATION: Double circle, all facing center. Girls form inside circle, hands joined. Boys place hands on girls' shoulders.

MUSIC	ACTION
	PART 1
Measures:	
1 - 4	All take sliding steps to the left, one per beat, 16 in all. Stamp on last 3 steps.
5 - 8	**PART 2**
SING (at the same time)	Still moving left, double time so that slide becomes a gallop.
Ha, ha, ha! Happy are we, *Anderson and Peterson and* *Lundstrom and me!*	Repeat Part 2 to the right. At the end of second chorus, boys and girls exchange places and repeat from beginning.

Jolly Is The Miller

RECORDS: Bowmar No. 1521-A, Album 3 (Band 1); Folkraft 1192; Victor 45-5067

FORMATION: Double circle, girls on outside.

SONG	ACTION
Jolly is the miller who lives by the mill,	All skip forward during the singing of the song.
The wheel goes round with a right good will;	
One hand in the hopper and the other in the sack,	Continue skipping, reaching up with one hand, then down with the other.
The right skips forward and the left skips back.	Right hand girl skips forward one place to get a new partner and the lefthand boy skips backward to get a new partner.
	Repeat to end of music.

Kinderpolka

RECORDS: Folkraft 1187; Russell 750; Victor 45-6179

FORMATION: Single circle, partners facing, with hands joined.
Arms extended sideward, shoulder high.

MUSIC	ACTION
	PART 1
Measures:	
1 - 2	Couples take 2 step-draws toward center of circle (step-close, step-close) and 3 steps in place.
3 - 4	Then 2 step-draws back to place and 3 more steps.
5 - 8	Repeat all Part 1.
	PART 2
9 - 10	Slap thighs with both hands, clap own hands, then clap partner's hands 3 times.
11 - 12	Repeat Part 2.
	PART 3
13 - 14	Place right heel forward and shake right forefinger at partner 3 times. Repeat with left heel and forefinger.
15 - 16	Turn about in place with 4 running steps, face partner and stamp 3 times.

Shoemaker's Dance

RECORDS: Folkraft 1187; Russell 750; Victor 45-6171

FORMATION: Double circle with girls on outside, facing partners.
Hands on own hips.

MUSIC	ACTION
	PART 1
1. *Wind, wind wind the thread*	With forearms held horizontally, clench fists in front of chest. Revolve fists around each other forward rapidly.
2. *Wind, wind, wind the thread*	Repeat, revolving fists backward.
3. *Pull, pull* (pulling the thread)	Pull elbows backward twice vigorously with a strong jerk, as if breaking thread across chest.
4. *Tap, tap, tap* (driving pegs)	Clap own hands 3 times or pound one fist on top of other.
	Repeat all of Part 1.
	PART 2
Hum music.	Join inside hands and skip forward - 8 counts.
Measures 9 - 16	

Skip Around Your Partner

RECORD: Childhood Rhythms, Ruth Evans, Series VI, 604

FORMATION: Partners facing.

SONG	ACTION
Verse 1:	Interpret words of song with appropriate actions.
Put your hands on your shoulders, *put your hands on your knees,* *Put your hands on your shoulders,* *put your hands on you knees.* *Put your hands on your shoulders,* *put your hands on you knees.* *Then skip around your partner.*	Note: Introduce other desired movements.
Verse 2:	
Up to the ceiling, dov[illegible]ne floor (Repeat two more time[illegible]) *Then skip around your partner.*	
Verse 3:	
Bend over this way, bend over that way (Repeat two more times) *Then skip around your partner.*	

Turn Me Around

RECORD: Bowmar No. 1517-B (Band 1)

FORMATION: Double circle, partners facing - boys on outside.

SONG	ACTION
1. *Turn me 'round, turn me 'round,* *Turn me 'round.*	Link right arms with partner and run around in small circles, 12 steps.
2. *Clap, clap, clap.*	Drop hands and clap 3 times.
3. *Slide to the side, slide to* *the side, slide to the side.*	Join both hands with partner and slide six times counter-clockwise.
4. *Stamp right, stamp left, stamp* *right.*	Drop hands and stamp three times. Repeat No. 3 sliding clockwise.
5. *Clap, bow.*	Clap hands once and bow to partner. Repeat Nos. 3, 4, and 5.

STUNTS

Introduction

GENERAL PURPOSE

The stunt program should aid the child in developing his sense of balance and rhythm as well as control of his body movements. The challenge inherent in the performance and perfecting of stunts should aid in establishing desirable personality traits. The program should also provide an immediate source of fun, satisfaction, and pride in achievement.

TEACHING SUGGESTIONS

1. Align the class according to the stunts being taught, the size of the class, and whether or not mats or apparatus are to be used. See page on "Class Organization."
2. Present the stunt; name, explain, and demonstrate it. Give whatever assistance is necessary to the child demonstrating the stunt.
3. Permit adequate practice time. Make corrections and suggestions. Encourage better students to help others.
4. Change to a new stunt before children become physically or psychologically tired from the stunt being practiced.
5. Permit the children to enjoy stunt work. Class procedure should not be formalized. However, horseplay has no place in the stunt program.
6. Include at least one new stunt each period to maintain interest and provide challenge.

SAFETY PRECAUTIONS AND USE OF MATS

1. Use mats when caution prescribes their use. Remember, also, that children are motivated by the use of mats.
2. Place the "knotted" side of the mat to floor.
3. Use all mats that are available in order to keep the group at each mat as small as possible.
4. Encourage children to wear proper gym attire. Under all circumstances children should remove street shoes before working on mats. Dangerous articles should be removed from clothing or person engaging in stunts.
5. Children with scalp ring-worm, impetigo, boils, or other skin infection should not be permitted to use mats or participate in dual or group activities.
6. Proper spotting techniques should be taught so that students can help one another as they experience new stunts.

CLASS ORGANIZATION

(Numbers refer to diagrams that follow)

Without Mats or Apparatus

1. Forming Squads –
   Count off by 4's; the 2's take two steps forward, 3's take four steps forward, 4's take six steps forward, 1's stand in place.
2. Squad leader stands out in front and demonstrates, or leads others.
3. Circle formation, all participating.

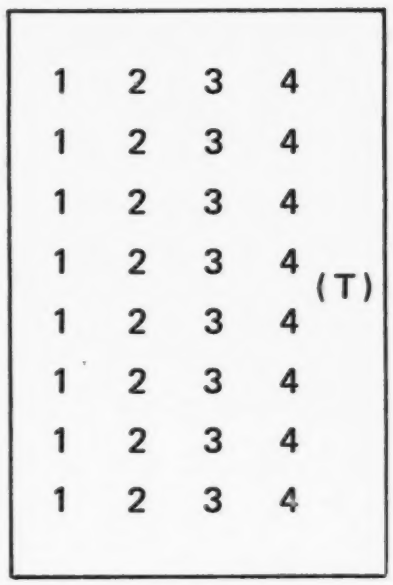
With Mats

4. Squad leader tumbles across the mat and then takes his place in line.
5. Squad leader tumbles across the mat and walks in rear of squad to his place in line.
6. Students line up four to a mat; they roll back and forth across the mat together, then take their places in line.
7. Squads line up in front of the mat; the leader rolls across the mat and back, then takes his place in line.

With Apparatus

8. Rings, Poles, and Ladders. Sufficient mats are to be placed under the apparatus to provide safety. Students are to work on the apparatus, then return to their place in line. Avoid having students sit on both sides of apparatus.
9. Vaulting Boxes. Students are sitting in squads alongside the mats. The squad leader begins the vault while the next student is standing ready to vault when the teacher gives the command.

Without Mats or Apparatus



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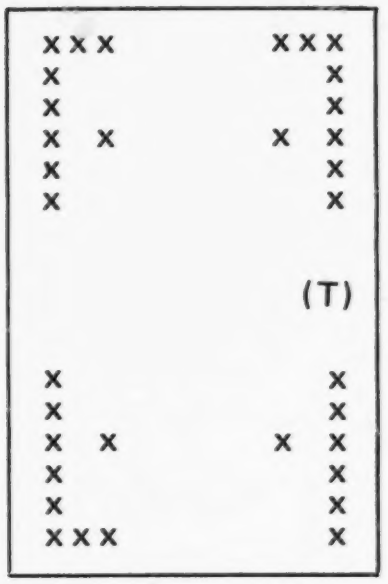

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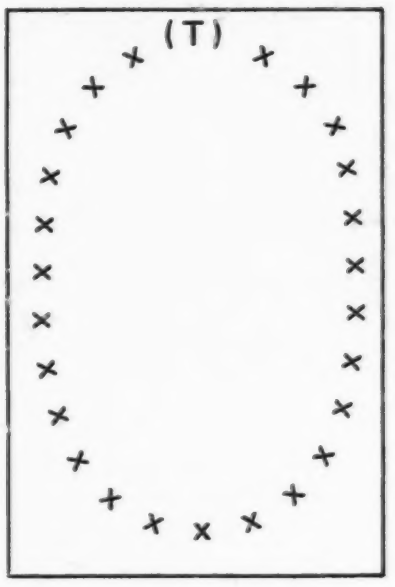

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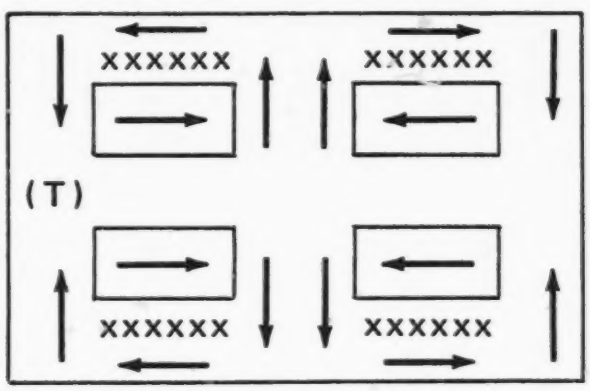
With Mats



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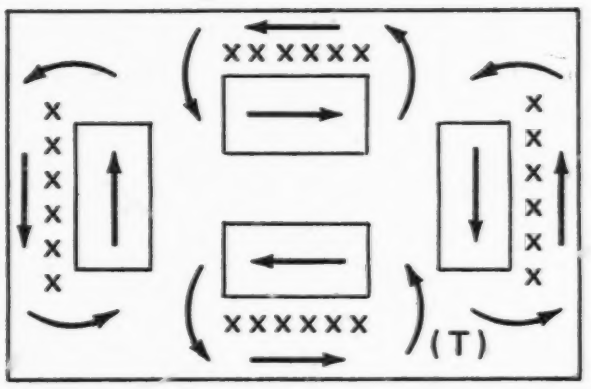

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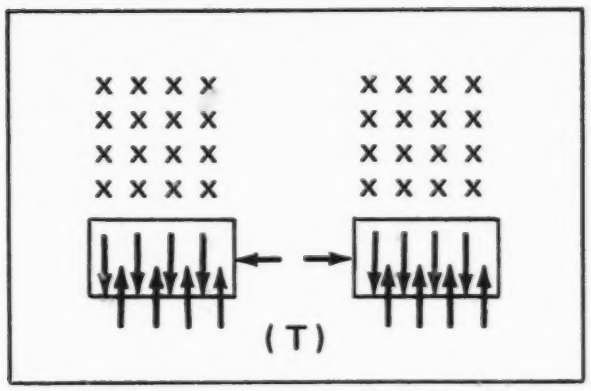
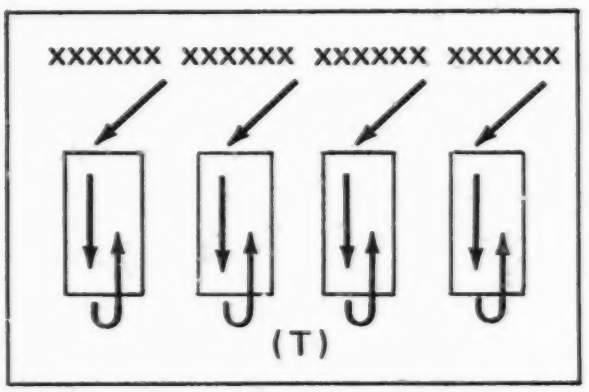


Use all mats - 3 feet apart

(6)



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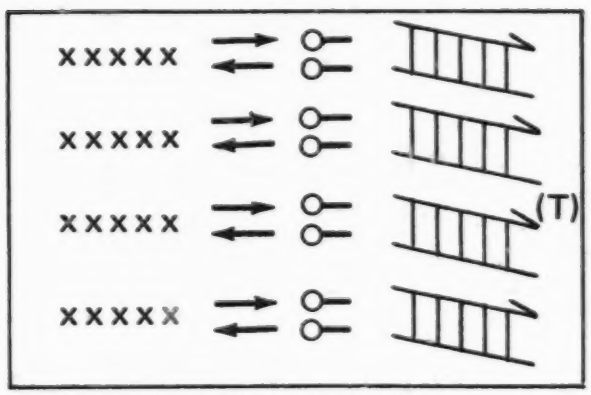
With Apparatus



Rings, Poles & Ladders

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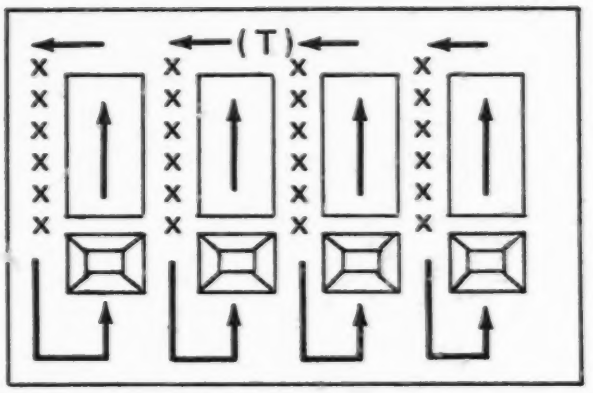

Vaulting Boxes

(9)

Reference Material
for
Stunts and Apparatus

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1. George Szypula, *Tumbling and Balancing for All,* Second Edition, Wm. C. Brown Company, 1968.

2. Tom DeCario, *Handbook of Progressive Gymnastics,* First Edition, Prentice Hall, Inc., 1963.

3. Rich Harris, *Introducing Gymnastics,* First Edition, Physical Education Aids, 1965.

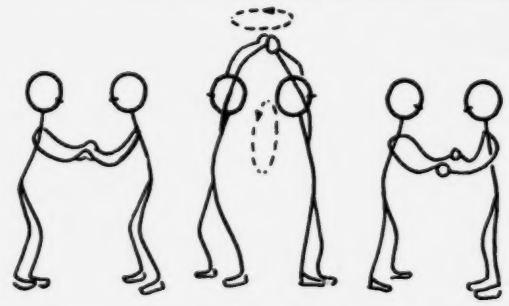
4. Wesley K. Ruff, Ph.D., *Gymnastics-Beginner to Competitor,* Wm. C. Brown Company, 1959.

5. James Farkas, *Age-Group Gymnastics Workbook,* First Edition, United States Gymnastic Federation, 1964.

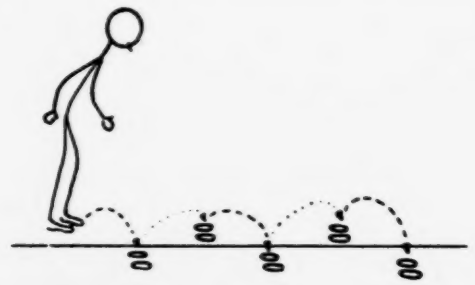
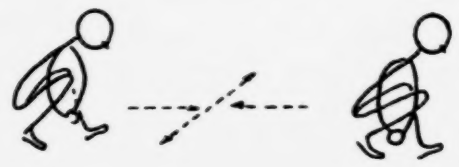
6. David A. Armbruster, M.A., *Basic Skills in Sports-For Men and Women,* C. V. Mosby Company, 1953.

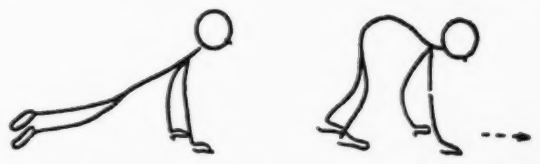
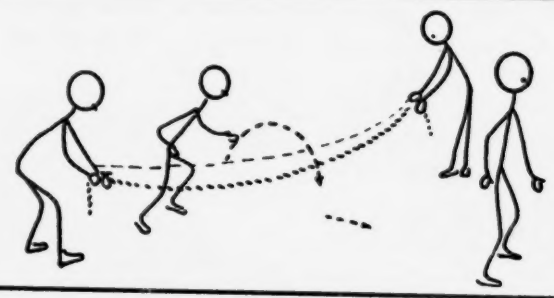
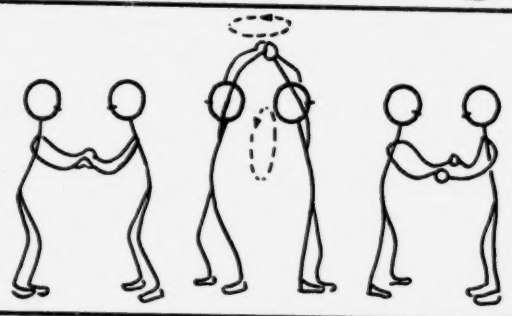
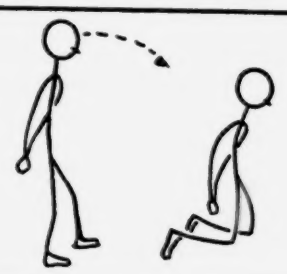
A. Stunts Without Mats or Apparatus

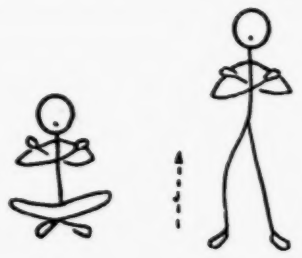
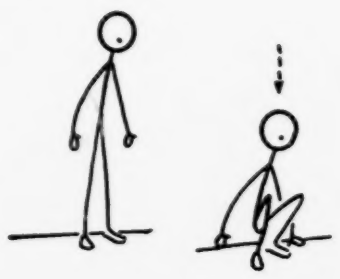
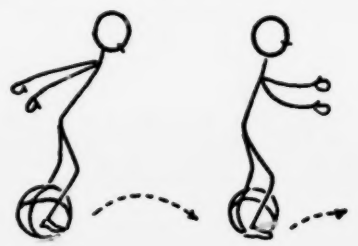
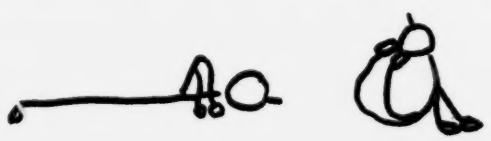
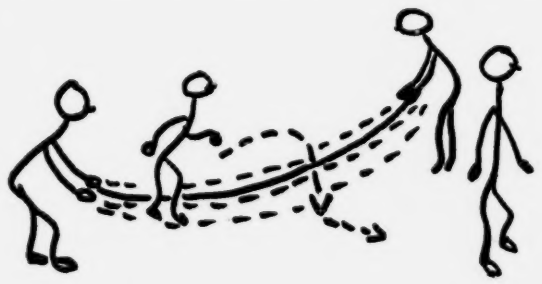
Kindergarten

Stunt	*Directions*	*Teaching Helps*
1. Pick Me Up	Stand: Pick up an object without bending knees.	
2. Heel Click	Stand with feet apart: 1. Jump upward and click heels; 2. Return to starting position; 3. Continue action.	
3. Long Legged Sitting	Sit with knees straight, legs apart, and hands on hips: 1. Bend forward and grasp feet; 2. Return to starting position.	
4. Toe Hold Walk	Bend forward, keep knees straight, grasp toes: Walk forward; sideward; backward.	
5. Frog Jump	Squat with hands on floor between knees: 1. Jump forward. 2. Continue action.	
6. Wring the Dish Rag	Face partner and grasp his hands: 1. Turn away from each other and under hands until back to back; 2. Turn in same direction until face to face; 3. Continue action.	
7. Rabbit Hop	Squat with hands on floor between knees: 1. Reach forward and place the hands on floor with the right hand in front; 2. Bring the feet up near the hands, with a jump; 3. Continue the action with short reaches and jumps.	

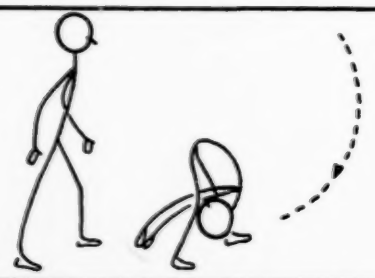
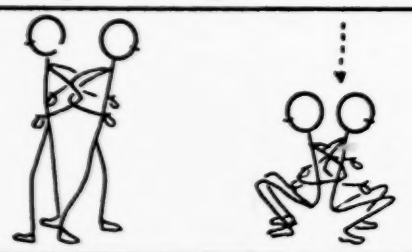
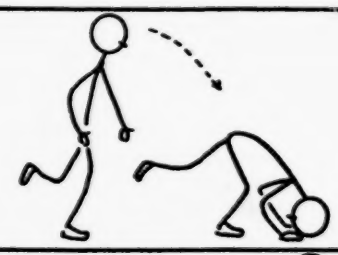
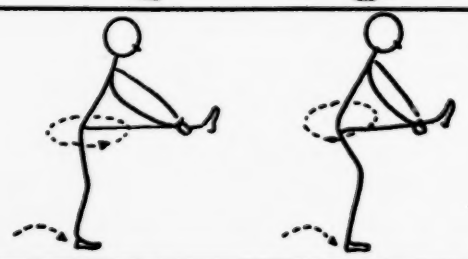
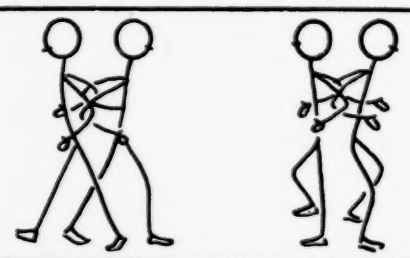
Levels A-2 - C

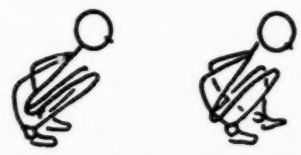
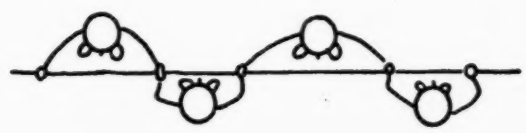
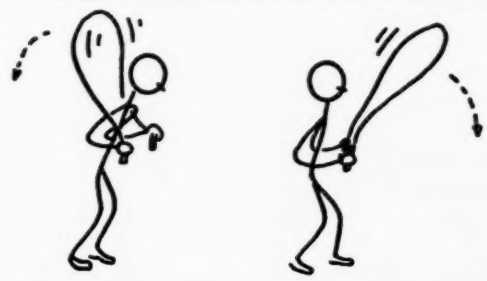
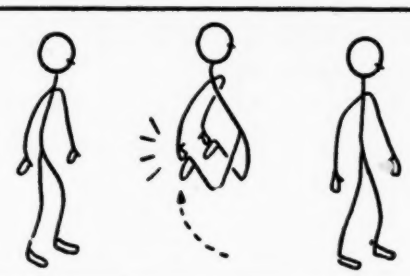
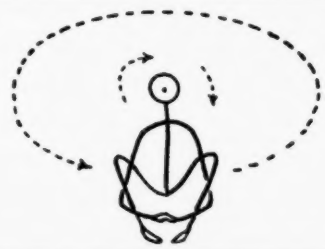
Stunt	*Directions*	*Teaching Helps*
1. Greet the Toe	Stand: 1. Raise right foot; grasp foot with both hands in front of body. 2. Bend forward and touch toe to forehead; 3. Return to starting postion.	
2. Bouncing Ball	Squat with hands on hips: Bounce as a ball.	
3. Crab Walk	Squat, hands on floor behind body: Walk forward; sideward, backward.	
4. Leg Twirl	Stand on right foot, left leg extended forward and horizontal to floor: Spin around by hopping on right foot.	
5. Zigzag Jump	Stand with feet together: 1. Jump over line to left side; 2. Jump over line to right side; 3. Continue jumping to left and right while moving forward.	
6. Chicken Walk	Squat with feet together; arms around legs; join hands at shins: Walk forward; sideward; backward.	
7. Egg Sit	Sit on floor, knees bent close to chest: 1. Hold right toe with right hand and left toe with left hand; 2. Rock back on hips and extend legs toward ceiling; 3. Hold this position for 3 seconds; 4. If child has trouble try grasping the ankles.	

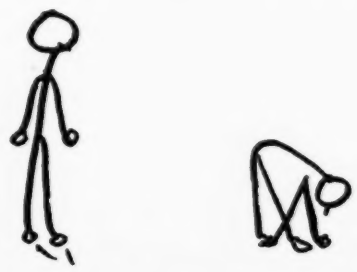
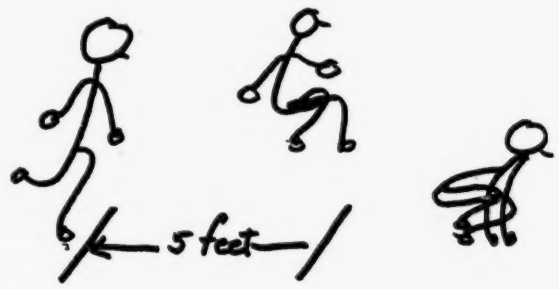
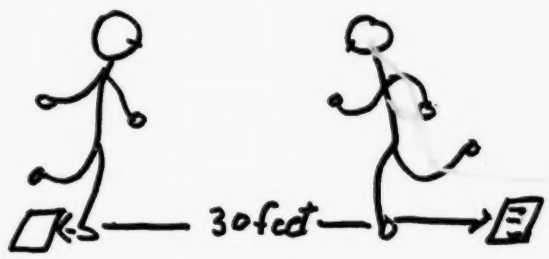
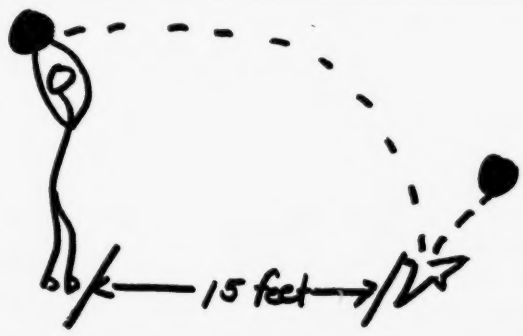
Stunt	*Directions*	*Teaching Helps*
8. Cat Walk	Front support: 1. Draw legs up; hump the back; 2. Walk forward on hands.	
9. Lame Dog Run	Squat with hands forward on floor: 1. Raise left leg to rear; 2. Run forward on right foot and hands.	
10. Heel Grasp Walk	Squat with feet apart; grasp heels: Walk forward.	
11. Measuring Worm	Front support: 1. Walk the feet toward the hands, taking little steps and keeping the knees straight; 2. Keep the feet in place and walk forward on hands to starting position.	
12. Mule Kick	Squat with hands forward and shoulder width apart on floor: 1. Kick feet upward and backward; 2. Return to starting position; 3. Continue action.	
13. Rope Jumping (Higher and higher)	Group stand in line, facing rope: 1. Run and jump over rope (one at a time); 2. Raise rope higher for next trip over.	
14. Wring the Dish Rag	Face partner and grasp his hands: 1. Turn away from each other and under hands until back to back; 2. Turn in same direction until face to face; 3. Continue action.	
15. Double Knee Dip	Stand with arms behind back; 1. Drop to knees; 2. Return to starting position.	

Stunt	*Directions*	*Teaching Helps*
16. Indian Get Up	Sit on floor with legs crossed and arms folded shoulder high: Rise to stand; keep balance.	
17. Back-to-Wall Squat	Stand with heels and back against wall: 1. Squat; 2. Return to starting position.	
18. Kangaroo Jump	Stand holding object between the ankles: 1. Jump forward; 2. Continue.	
19. Head Toe Touch	Lie on floor on stomach, hands palms down under shoulders: 1. Arch back by straightening the arms; 2. Raise head backward, bend legs, and touch back of head with toes.	
20. Swinging Rope Jump	Group stands in line, facing rope: 1. As rope swings back and forth, run and jump over (one at a time); 2. Rope never completes arc, but can be raised higher.	

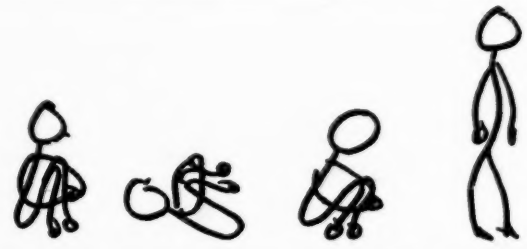
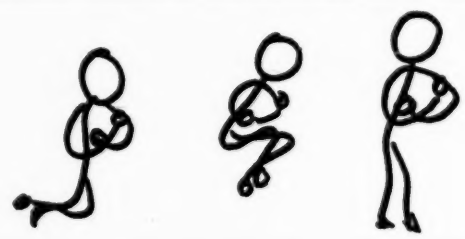
Levels D-1, D-2

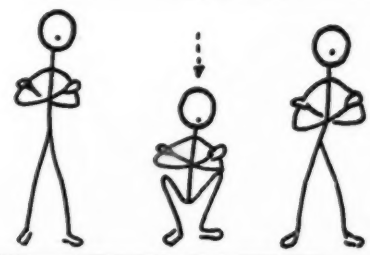
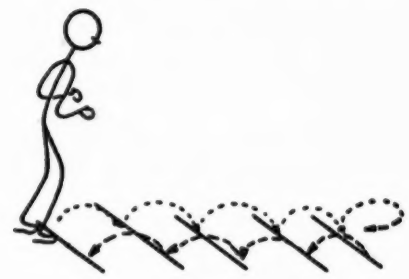
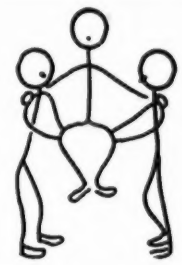
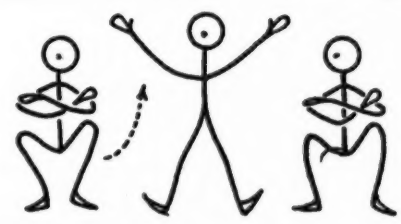
Stunt	*Directions*	*Teaching Helps*
1. Stooping Stretch	Stand with feet apart and heels on line: 1. Bend forward, reach backward between legs as far as possible and place mark on floor; 2. Return to starting position; 3. Repeat, bettering first attempt.	
2. Partner Squat	Stand back to back, elbows locked: 1. Squat; 2. Return to starting position.	
3. Criss-Cross Toe Walk	Stand: 1. Bend forward, grasp toes of left foot with right hand, grasp toes of right foot with left hand; 2. Walk forward.	
4. Head Touch	Stand on left foot, right leg raised backward: 1. Bend forward, place hands on floor and then touch head to floor; 2. Return to starting position.	
5. Leg Twirl	Stand on left foot, right leg forward with knee straight, grasping right ankle with both hands: 1. Hop on left foot and spin to left; 2. Hop on right foot and spin to right.	
6. Twin Walk	Stand back to back with partner; hook elbows: 1. Number One–walk forward; Number Two–walk backward; 2. Reverse direction; 3. Walk sideward.	
7. Walrus Walk	Front support with fingers pointing sideward: Crawl forward, using hands only, and keep elbows straight.	
8. Frog Walk	Stand: 1. Squat slowly while bending forward; place arms between knees, wrap arms around legs, and grasp ankles; 2. Walk forward; 3. Walk backward.	

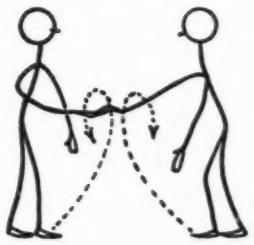
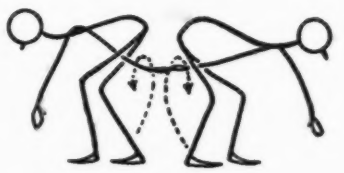
Stunt	*Directions*	*Teaching Helps*
9. Crow Walk	Stoop, grasping heels with hands: 1. Walk forward two steps, then three jumps forward; 2. Continue.	
10. Line Pull (group)	Form two ranks facing each other from opposite sides of a line drawn on floor: 1. Reach across line, grasp right hand of one opponent and left hand of next opponent; 2. At signal, pull opponents across line.	
11. Rope Jumping	1. Turn rope "front doors." 2. Turn rope "back doors."	
12. Heel-slap Jump	Stand: Jump, kick feet to rear; slap heels.	
13. Bear Walk	"On all four," knees straight: Walk forward, moving hand and leg on same side of body simultaneously.	
14. Rising Sun	Sit, knees to chest, feet flat on floor, arms around legs: 1. Rock backward on to back; 2. Rock forward and rise to a stand.	
15. Knee Snap	From a kneeling position sitting on heels with instep resting on floor: 1. Flex hips, swing arms overhead; 2. Return to starting position; 3. On third upswing of arms, jump to a stand on feet.	
16. Human Ball	Sit, knees flexed and apart. Bring arms through the legs and around the outside of legs. Clasp hands in front of ankles: 1. Roll to left side, to back, to right side and back to starting position; 2. Repeat.	

Stunt	*Directions*	*Teaching Helps*
17. Floor Touch	Stand erect with feet hip-width apart. Two pieces of chalk are on the floor with tip end of chalk touching toes: 1. Slowly bend forward without bending knees or bouncing up and down; 2. Pick up the pieces of chalk by using the thumb and middle finger; 3. Repeat three times.	
18. Blind Balance	Stand on left foot; place sole of right foot against inside of left knee, arm sideward: 1. Close eyes and maintain balance position on left foot for 8 seconds; 2. Repeat test standing on right foot for 8 seconds.	
19. Running Broad Jump	Stand: 1. Run forward from starting line to take-off line; 2. Jump over take-off line and over finish line without touching either line; 3. Do three times correctly; 4. Lines are 5 feet apart.	
20. Potato Race	Two squares 30 feet apart. Three erasers placed in one square. Child stands in opposite square: 1. Run to square with erasers and pick up one eraser; 2. Run back to starting position and place eraser in square; 3. Continue until all erasers are transferred to starting square; 4. Perform stunt in 21 seconds.	
21. Overhead Ball Throw	Stand with feet slightly apart, an 8½" playground ball held firmly in both hands overhead. Pumping of body and arms helps: 1. Throw the ball upward and forward over the finish line, a distance of 15 feet; 2. Repeat.	

Levels E-I, E-2

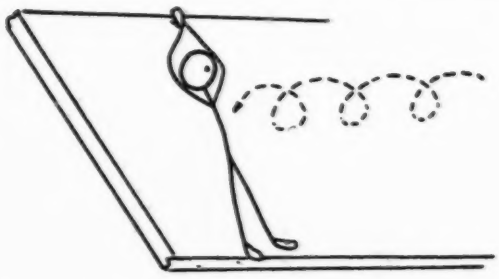
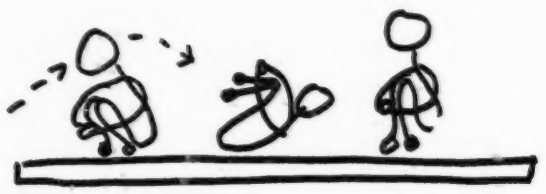
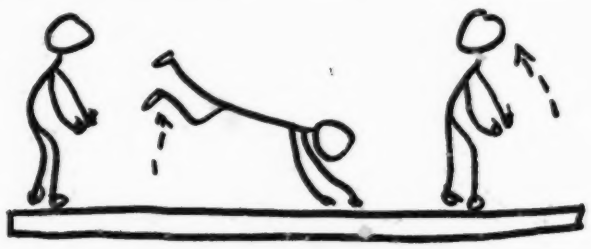
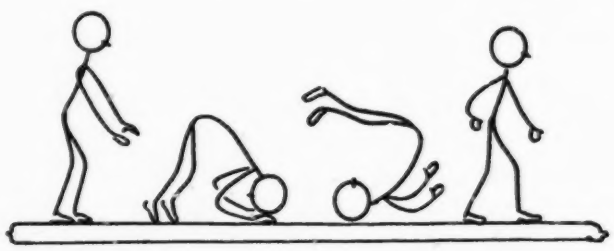
Stunt	*Directions*	*Teaching Helps*
1. Heel Slap Jump	Stand: Jump, kick feet straight back to rear; slap heels.	
2. Wicket Walk	Bend forward, knees straight, hands flat on floor: Walk forward.	
3. Rising Sun	Sit, knees to chest, feet flat on floor, arms around legs: 1. Rock backward on to back; 2. Rock forward and rise to a stand.	
4. Crooked Man Walk	Stand: 1. Step forward with left foot, swing right foot in back of left foot; rock forward on left foot. 2. Swing left foot in back of right foot; rock forward on right foot; 3. Continue.	
5. Frog Dance	Squat on left foot, extending right leg sideways with heel on floor, arms raised for balance: 1. Hop upward and exchange position of legs; 2. Continue, alternating feet to left and right.	
6. Knee Slap	Kneel, trunk erect; arms folded ready for spring: Jump to standing position without any preliminary rocking movements.	
7. Blind Balance	Stand on left foot; place sole of right foot against inside of left knee; hands on hips: Close eyes and maintain balance for 8 seconds.	

Stunt	*Directions*	*Teaching Helps*
8. Squat Stand	Stand with feet apart; arms folded at chest: 1. Squat (keep heels on floor); 2. Return to starting position.	
9. Balance Touch	Draw a starting line. Place eraser on end three shoe-lengths of the student from starting line. Toe line with left foot: 1. Kick eraser with right foot; 2. Return to starting position.	
10. Ladder Jump	Draw a starting line. Draw three or more lines parallel and at two-foot intervals to starting line. Toe the line: 1. Jump rapidly from line to line landing on both feet on each line; 2. At last line, jump and make half-turn in the air landing again on line; 3. Return to starting position by jumping from line to line.	
11. Chair Carry (3 children)	Stand facing partner. No. 1 and No. 2 grasp own left wrist with right hand. Grasp partner's right wrist with left hand. No. 3 sit on arms of No. 1 and No. 2; place arms around necks of No. 1 and No. 2 for support: No. 1 and No. 2 walk forward.	
12. Front Dip	Kneel, fold arms at chest: 1. Lean forward, pick up object with mouth; 2. Return to starting position.	
13. Jumping Jack	Squat, fold arms at chest: 1. Jump to straddle stand on heels; hands upward; 2. Return to starting position; 3. Continue action.	

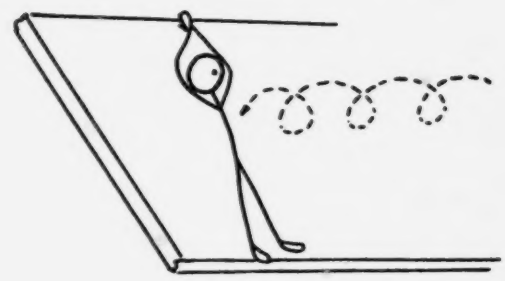
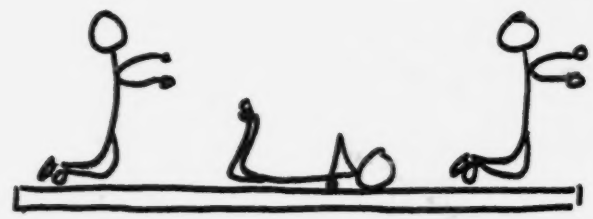
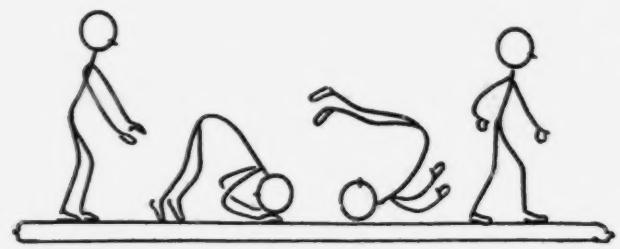
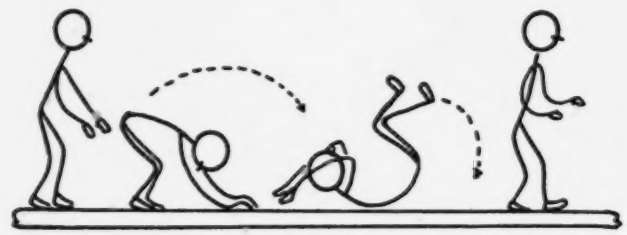
Stunt	*Directions*	*Teaching Helps*
14. Twister Greeting (2 children)	Stand facing partner, grasp right hands: 1. No. 1 swing left leg over joined hands; No. 2 swing right leg over joined hands (action is simultaneous); 2. No. 1 swing right leg over joined hands; No. 2 swing left leg over joined hands.	 
15. Dog Walk	Bend forward, place hands on floor about 24" to front of feet: 1. Walk on all fours, keeping body on a slight oblique angle to line of progress; 2. Keep head up and arms straight; 3. Distribute weight equally; 4. Start slowly, then increase speed.	

B. Stunts With Mats

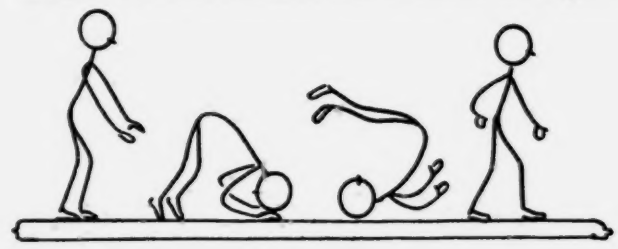
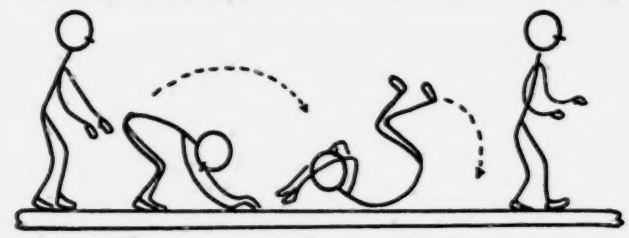
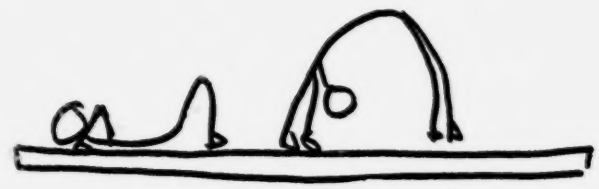
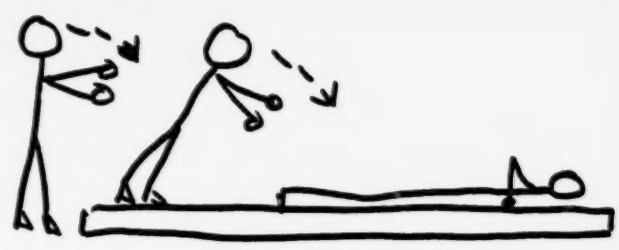
Kindergarten

Stunt	*Directions*	*Teaching Helps*
1. Log Roller	Lie on back; arms extended over head: Roll sideward to the other end of mat.	
2. Rocking Chair	Sit on mat with hands grasped over bent knees: Roll or rock back and forth as in a rocker.	
3. Broncho Kick	Stand with feet on mat: 1. With alternate hands and feet on mat kick both legs vigorously into air and then hands off mat when feet are down; 2. Do this in rapid succession just as a kicking broncho.	
4. Forward Tumble	Stand: 1. Place hands on mat; 2. Place head on mat between hands; 3. Tumble forward to sitting position; 4. Rise to stand.	
5. Backward Roll Using Elbows	Squat with back to mat; fingers interlocked and placed behind head; elbows held wide apart and chin on chest: 1. Rock back and forth while staying in a ball; 2. Back roll across the mat with elbows held wide and fingers clasped behind head.	

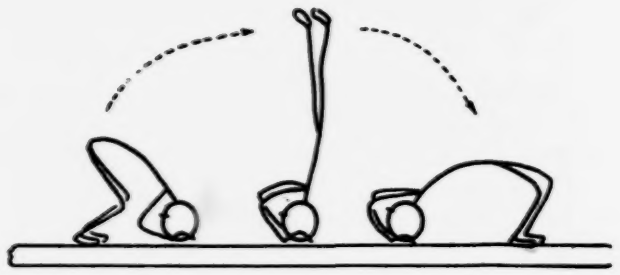
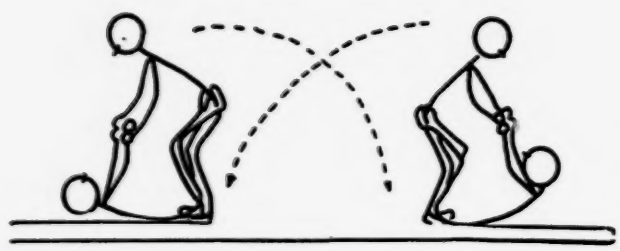
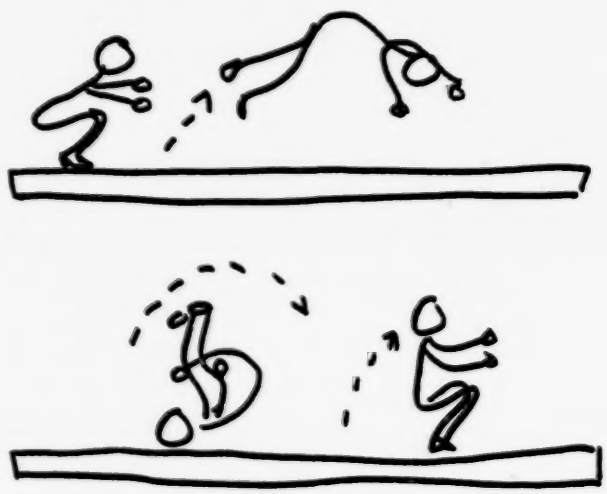
Levels A-2 - C

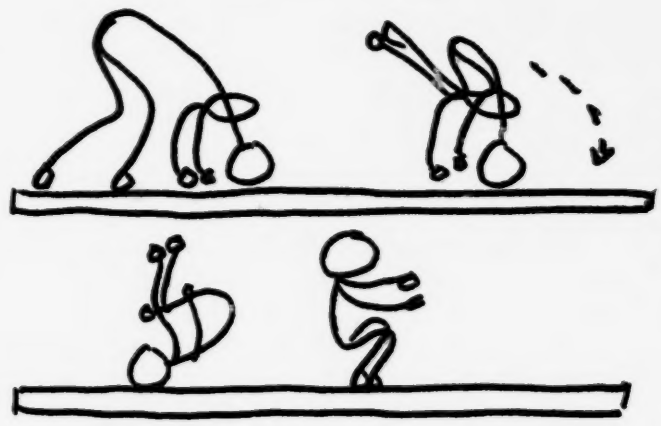
Stunt	*Directions*	*Teaching Helps*
1. Log Roller	Lie on back; arms extended over head: Roll sideward to the other end of mat.	
2. Knee Drop	Kneel on end of mat, body erect, arms raised forward: 1. Fall forward placing hands on mat; 2. Lower trunk to mat to avoid shock of fall; 3. Push upward to starting position; 4. Repeat.	
3. Forward Tumble	Stand: 1. Place hands on mat; 2. Place head on mat between hands; 3. Tumble forward to sitting position; 4. Rise to stand.	
4. Forward Roll	Stand: 1. Squat with hands forward on mat; 2. Pull chin in close to chest; 3. Roll over on back; 4. Rise to stand.	
5. Backward Roll Using Elbows	Squat with back to mat; fingers interlocked and placed behind head; elbows held wide apart and chin on chest: 1. Rock back and forth while staying in a ball; 2. Back roll across the mat with elbows held wide and fingers clasped behind head.	

Levels D-1, D-2

Stunt	*Directions*	*Teaching Helps*
1. Forward Tumble	Stand: 1. Place hands on mat; 2. Place head on mat between hands; 3. Tumble forward to sitting position; 4. Rise to stand.	
2. Forward Roll	Stand: 1. Squat with hands forward on mat; 2. Pull chin in close to chest; 3. Roll over on back; 4. Rise to stand.	
3. Backward Roll Squat Position	Squat on mat, knees close to chest, chin on chest, hands on shoulders, palms facing ceiling: 1. Roll backward, swing feet overhead, place hands on mat above shoulders, palms down and fingers pointing toward shoulders; 2. Push with hands and rise to a stand. *Teaching Hint* – Have pupils practice rocking back and forth while teacher checks to see that hands are placed in proper position.	
4. Bridge	Lie on mat, bend legs, keeping feet flat on mat, place hands on mat with fingers pointing toward shoulders: 1. Push with hands and feet and raise body into an arch position; 2. Lower body to starting position.	
5. Shoulder Roll	Stand facing mat, feet apart, left foot slightly forward: 1. Bend forward from hips, legs slightly bent; 2. Place left arm between legs, palms upward, chin on chest, right arm straight and pointing toward ceiling; 3. Roll forward onto left shoulder, push with feet, roll across the back onto the left hip to a sitting position.	
6. Dead Man Drop	Stand facing mat about two feet away; arms forward: 1. Lean forward, keeping body straight; 2. Fall to mat landing on hands, with arms flexed, and lower body to mat; 3. Keep head up; 4. Use arms to absorb shock.	

Levels E-I, E-2

Stunt	*Directions*	*Teaching Helps*
1. Back Head Touch	Kneel on mat, fold arms at chest: 1. Lean backward, touch head to mat; 2. Return to starting position.	
2. Front Bridge	Front bridge with hands on mat at line with head: Kick legs over head, arch back, keep hips up high as feet come down, end in back bridge.	
3. Hobby Horse (2 children)	No. 1 lie with legs extended upward. No. 2 stand facing No. 1; place toes under hips of No. 1; bend forward and grasp No. 1's hands. No. 1 spread legs and hook toes behind hips of No. 2: 1. No. 2 drop to sitting position with knees slightly bent, pulling No. 1 to sitting position; roll immediately to lying position on back; pull partner to bent stand by pulling on hands and lifting with feet. (Keep feet in contact with partner's body at all times); 2. Return to starting position; 3. Continue.	
4. Dive Forward Roll from a Squat Position	Squat facing mat: Dive forward, place hands well forward and shoulder width apart on mat; bend knees; tuck the head under the chest; support body momentarily while tucking head under while hips are turning overhead, then flex arms and take rolling fall on back of shoulders; grasp ankles while rolling and pull feet in close to hips; roll to a stand.	

Stunt	*Directions*	*Teaching Helps*
5. Backward Roll	Sit on mat, knees straight, hands on mat at side of hips: 1. Roll backward, swing feet overhead, place hands on mat above shoulders, palms down and fingers pointing toward shoulders; 2. Push with hands and raise to stand.	
6. Tripod	Squat; place hands on mat, fingers pointing forward: 1. Lean forward, place head on mat, ahead of hands, forming a triangle; 2. Bend elbows; place knees on elbows; maintain tripod balance; 3. Return to starting position.	
7. Tripod to Forward Roll	Squat; place hands on mat, fingers pointing forward: 1. Lean forward, place head on mat, ahead of hands, forming a triangle; 2. Bend elbows; place knees on elbows; maintain tripod balance; 3. Pull chin to chest, over-balance into a forward roll.	
8. Dead Man Drop with Half Turn	Stand with back to mat, about three feet from mat, arms forward: 1. Lean backward, keeping body straight; 2. As body falls, twist trunk either left or right ½ turn; 3. Place hands on mat, arms flexed and lower body to mat; 4. Keep head up; . 5. Use arms to absorb shock.	

C. Stunts on Apparatus

Kindergarten and the Ungraded Primary

1. *Gymnasium Ladders*

Climb half way up and down the vertical ladders (like walking up or down stairs, using one hand or foot on each rung.

With ladders in an oblique position, let children climb through rungs over and under two or three of the lowest ones.

2. *Gymnasium Rings*

Rings shoulder high. Grasp rings with hands and lift both legs up and over head to reach floor in rear. Hands remain in position and legs are kicked up over head through rings to front starting position.

Rings shoulder high. Arms through rings under arm pits, swing with a forward and backward run. Stop swing before getting out of rings.

Hold both hands closed together in one ring and swing forward and backward.

3. *Poles*

Climbing up as far as mark (five or six feet high on pole). Come down hand under hand slowly; avoid dropping or sliding.

Grasping pole with hands shoulder high, try to get both legs around pole over head. Trunk is slightly inverted.

4. *Benches*

Walk on top of bench from one end to the other.

Support weight on hands on the bench; climb over bench from side to side, touching both feet on each side of bench.

Crawl on hands and knees across top of bench.

Cat walk, duck waddle across top of bench.

5. *Playground Gym Tree*

Climbing in and out, up and down.

Grasping a bar above head, pull body upward until the chin rests on hands.

Sitting on a low bar, lower trunk backward, letting go with hands and hanging from bent knees.

6. *Playground Merry-Go-Round*

Push the bar with a good run before sitting and riding. Encourage the timid and weaker riders to do some pushing.

7. *Steps*

Have children walk up and down stairs single file, one foot on each step.

Testing - Primary Unit

On the E-1 and E-2 levels a specific period of time should be set aside each term for testing.

The tests evaluate specific aspects of physical status which, taken together, give an overall picture of the pupil's general fitness.

The activities that comprise the test are a part of the stunts without mats on the D-1 and D-2 level. The stunts should be practiced before the tests are given.

Reporting to Parents

Report cards reflecting the child's ability to do the stunts satisfactorily are sent home each term. Special forms have been printed for this purpose and are available from the Division of Warehouse and Distribution as follows:

PT-12 - Physical Fitness Test - Primary Unit - Catalog No. 10464.

ST. LOUIS PUBLIC SCHOOLS

PHYSICAL FITNESS TEST

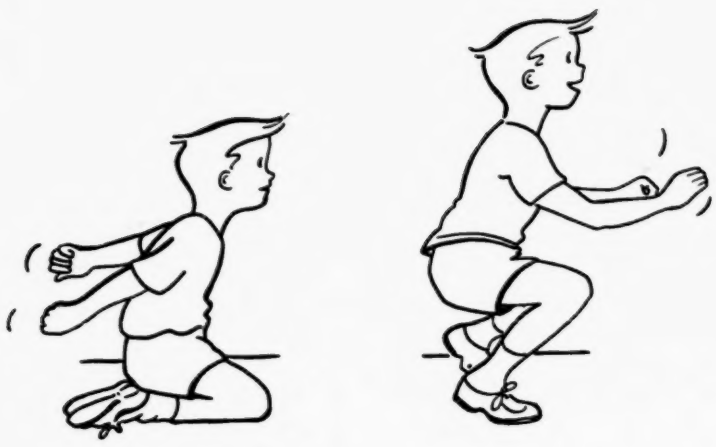
Primary Unit

HUMAN BALL
Co-ordination

Starting position – Child sits on floor, knees bent, feet flat on floor. Arms are inside knees under and around legs, fingers grasping ankles in front. Feet must stay together throughout the stunt.

Test – Roll to one side, across his back to the other side and sit up to starting position. This is one roll.

Do three rolls starting to the right side. Stop. Do three rolls starting to the left side.



KNEE SNAP
Power

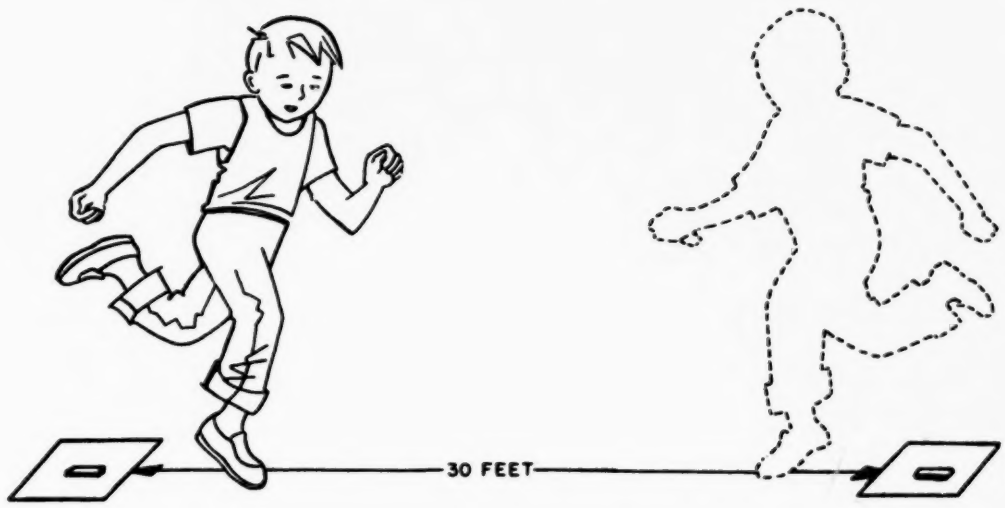
Starting position – From a kneeling position sitting on heels with instep resting on floor. Flex hips, at same time swing arms over head, then down beside body. On third upswing of arms, jump to a stand on feet.

Test – Do three times correctly.

POTATO RACE
Endurance and Speed

Starting position – Two squares a distance of 30 feet apart. Three erasers are placed in square 2. The child stands in square 1.

Test – On signal "Go", the child runs from square 1 to square 2, picks up an eraser, races back to square 1, places the eraser in square. Continue until all erasers are transferred to square 1. For passing test – 21 seconds on less.



RUNNING BROAD JUMP
Leg Spring and Co-ordination

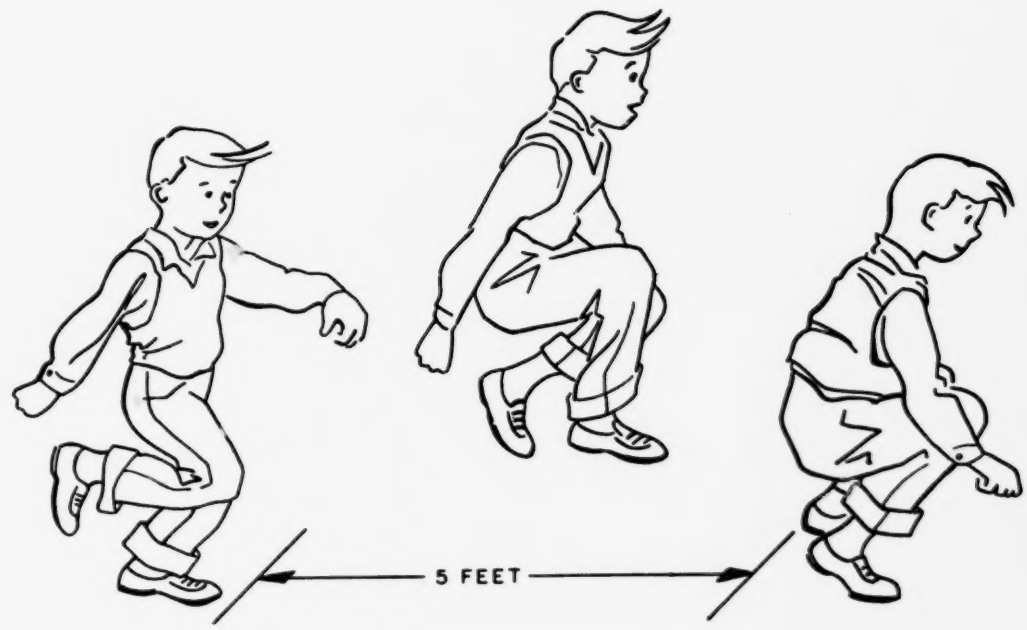
Starting position – Run forward from starting line to take-off line.

Test – Jump over take-off line and over finish line without touching either line. Lines are 5 feet apart. Do three times correctly.

BLIND BALANCE
Balance

Starting position – Stand on left foot, place sole of right foot against inside of left knee, arms sideward.

Test – Close eyes and maintain balance position on left foot for 8 seconds. Repeat test standing on right foot for 8 seconds.



OVERHEAD BALL THROW
Strength and Co-ordination

Starting position – Child stands with feet slightly apart, an 8½ inch playground ball held firmly in both hands overhead. (Pumping motion of body and arms in throwing the ball is permitted.)

Test – Throw the ball upward and forward over the finish line, a distance of 15 feet.

FLOOR TOUCH
Flexibility

Starting position – Two pieces of chalk on floor with tip end of chalk touching toes. Child is standing erect with feet hip width apart.

Test – Slowly bend forward without bending knees or bouncing up and down and simultaneously pick up the pieces of chalk. Do three times correctly in succession.